



**UCLA Center for
Healthier Children,
Families and
Communities**

School Readiness Profiles Pilot Study

Helping Children in Ventura County Succeed in School

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I. INTRODUCTION

Purpose

School Readiness profiles measured countywide at kindergarten entry provide important, population-based information about the developmental capacities of children as well as the capacity of families, pre-schools, and communities to support children's school readiness. These profiles enable key stakeholders to plan, evaluate, and improve programs, services, and systems that help children prepare for and succeed in school.

In Ventura County, as in many counties nationally, school readiness is not consistently measured across school districts. This represents a missed opportunity to systematically assess the programs, policies and services that are available to help children succeed in school. As part of its system-building effort, First 5 Ventura County funded a pilot study to develop school readiness profiles comprised of children entering kindergarten and their families in four school districts in the fall of 2004.

In the *short-term*, the goal of this pilot study is to understand the logistical process of collecting-multi-district school readiness data. In the *mid-term*, the goal of this effort is to expand comparable data collection to additional school districts so that a uniform measure can be implemented countywide in order to produce School Readiness profiles that are representative of all children in Ventura County. In the *long-term*, the goal is to institutionalize regular and systematic School Readiness profiles as an important and well accepted component of a county wide, data driven school success policy. By linking the regular and systematic measurement of school readiness at school entry with measures collected early in a child's life Ventura will have the capacity to assess the impact of key policies and programs on the developmental and academic success of children over time. Collecting data on children's progress over time will give policy makers the tools they need to help improve the school readiness of all children and decrease the disparities in school readiness between more and less advantaged groups.

This report:

- ❖ Provides background regarding the importance of school readiness;
- ❖ Describes the methods and processes used to conduct the pilot study;
- ❖ Summarizes the key findings of the School Readiness Profiles Pilot Study; and
- ❖ Recommends strategies for expanding the pilot study in coming years based on the lessons learned from this report.

Background

This section begins with defining *school readiness* and is followed by a brief discussion of factors that influence children's school readiness and the long-term benefits to children who have mastered the key school readiness developmental competencies. We then provide an overview of the status of school readiness assessments in Ventura County and elucidate appropriate uses of school readiness data.

Definition of school readiness: This report defines school readiness according to the National Education Goals Panel (NEGP) which identifies the following three important components of school readiness: 1) children's readiness for school; 2) schools' readiness for children; and 3)

family and community supports and services that contribute to children's readiness. For the first component (children's readiness), the NEGP specifies 5 dimensions:

1. Health and physical development;
2. Emotional well-being and social competence;
3. Approaches to learning;
4. Communicative skills; and
5. Cognition and general knowledge.

Factors that influence children's readiness: The ecological view of child development provides a useful framework for understanding the factors that the literature has found to influence children's readiness for school - beginning with factors closest to the child and moving outward - to encompass the overlapping influence of family, early care and education, schools, and neighborhoods. [1]

- ❖ *Child Physical & Mental Health:* An extensive body of research shows that children's early physical and mental health is an important determinant of cognitive and social components of later readiness for school and school success. [2-4]
- ❖ *Family Factors:* Research also consistently shows the importance of family environment in the shaping of children's early development. Factors such as family economic status, family structure, and the home environment can affect child outcomes. [5-11]
- ❖ *Early Care and Education:* Quality early childhood care and education programs can also enhance the developmental competencies of children. Participation in these programs can lead to gains in cognitive test scores, better kindergarten achievement, lower rates of grade retention and special education placement, and higher rates of school graduation. [7, 12-16]
- ❖ *School Transition:* School activities such as connecting kindergarten teachers with preschool teachers and parents can facilitate a smooth transition for children into kindergarten. Children who experience positive transition to school enter with a sense of confidence in their abilities to adapt to new situations and academic demands, are more open to new experiences and relationships with peers and adults, and are better able to expand their problem-solving abilities. [17-19]
- ❖ *Emergent Literacy:* Emergent literacy skills at kindergarten entry are a good predictor of children's reading abilities throughout their educational careers. Exposure to literacy activities early in life, both at home and in early education programs, has been found to increase the development of these skills.[7, 20-22]
- ❖ *Community/Neighborhood Factors:* Beyond family characteristics, neighborhood characteristics such as the level of unemployment in neighborhoods, neighborhood poverty and the correlates of poverty such as high crime and overcrowding have been found to influence young children's social, behavioral, and physical outcomes. [23-26]

Short and long term benefits to children:

There is a growing understanding of the importance of developmental competency in all the domains that school readiness profiles measure to children's immediate and long-term success in school and life long learning. Children with high levels of developmental mastery (school readiness) at kindergarten entry are confident, friendly, have good peer relationships, tackle and

persist at challenging tasks, have good language development, can communicate well, listen to instructions and are attentive. In the short term, these children are more likely to experience early school success. In the longer term, a number of longitudinal studies that follow kindergarten students through high school grades have found that these children are more likely to experience higher levels of academic achievement, reduced rates of grade retention or special education placement, and higher rates of high school graduation. Additionally, children with high levels of mastery at kindergarten entry have been found to take the largest number of high school classes and have failed the fewest classes. [27-29]

Appropriate uses of school readiness data: The notion of school readiness has undergone a significant transformation in the past 20 years and with it the method of conceptualization and measurement of school readiness. During the 1980s, there was a fairly widespread use of standardized assessments with kindergarteners and many states reported that these assessments were used to make placement decisions for individual children.[30] This created a significant rift between those in school systems who advocated for better screening instruments and those in the early care and education field who felt that school readiness assessments were potentially discriminatory and stood as a barrier to the receipt of developmentally appropriate educational opportunities.

During the 1990s, there was a major conceptual shift and reframing of the construct of school readiness because of breakthroughs in education and developmental psychology. The notion of school readiness changed from a focus on the maturation of capacities to the understanding that those capacities that support the child's learning are developed through a transactional or interactional process - one that depended on children experiencing developmentally appropriate interactions. As such, school readiness measurement became an important metric for understanding how to build programs and bridges that successfully deliver children to the school door with the capacities that they need to be successful in school and to pursue lifelong learning. During this period of time, there were widespread efforts to inform policy makers and educators of appropriate uses of assessment in kindergarten and as a result, fewer states used standardized assessments of children to make placement decisions.[31]

Currently, many states are developing school readiness assessment systems to profile the condition of children as they enter school.[32] Increasingly, these data are being used to engage communities, educate parents, help schools design and implement education programs and other developmentally appropriate experiences and evaluate how well early childhood services perform in raising the developmental level of young children prior to school entry. In Vancouver, British Columbia, school readiness profiles have become a universal part of the city's educational infrastructure, and the mapping of schoolwide aggregate profiles along with other information about the availability of local resources are being used to assess the capacity of neighborhoods to improve school readiness outcomes.

Status of School Readiness Assessments in Ventura County: In Ventura County, as in many counties nationally, school readiness is not consistently measured across its school districts. This represents a missed opportunity for data-driven decision-making that can help children succeed in school. A survey of Ventura County school district administrators conducted by the Center for Excellence at CSU Channel Islands (CfE) and the UCLA Center for Healthier Children, Families, and Communities (CHCFC) in Fiscal Year 2003-2004,[33] found that:

- ❖ Although most Ventura County school districts conduct some type of kindergarten assessment, there is no common metric being used across districts. There are a wide

variety of instruments being used that are either developed in-house or purchased from commercial publishers.

- ❖ None of the school districts surveyed report using a comprehensive, developmentally-based assessment that includes all five of the NEGP dimensions. While districts appear to incorporate some developmental domains into their assessments, they tend to focus on areas of academic achievements such as reading, math, and language skills.

As part of the First 5 California State School Readiness Initiative evaluation, one school district in Ventura County, the Oxnard School District, has participated in school readiness assessments to develop statewide Kindergarten Entry Profiles (KEP). This effort began with a pilot study at one school in Oxnard in 2002. Two schools in Oxnard participated in the KEP effort in 2003 and 2004. They represent part of a representative sample of high-priority¹ schools statewide.

¹ High-priority schools refer to schools with an API index ranging from 1-3. The state KEP evaluation also included schools with higher API of 4-5.

II. METHODS

Overview of Data Collection

The Ventura County School Readiness Profile Pilot Study builds on the First 5 California School Readiness Initiative Kindergarten Entry Profile (KEP) effort mentioned above.² Data presented in this report come from two data collection instruments:

- 1) The Modified Desired Results Development Profile (MDRDP) (*Appendix A*), and
- 2) The Parent Survey (*Appendix B*).

The MDRDP is an observational tool that is completed by teachers within the first six to eight weeks of kindergarten entry to assess children's developmental competencies upon school entry. The MDRDP was developed for the School Readiness Initiative Evaluation by SRI International as a shortened (modified) version of the Desired Results Developmental Profile (DRDP). The DRDP was developed by the California Department of Education, Child Development Division for their preschool and after-school programs. The MDRDP covers skills and behaviors for four of the five National Education Goals Panel (NEGP) dimensions of children's school readiness:³

- Cognition and general knowledge (early literacy skills)
- Communicative skills
- Emotional well-being and social competence
- Approaches to learning

For the Parent Survey, UCLA CHCFC modified the family interview phone instrument developed by SRI International for their State School Readiness Initiative KEP evaluation. UCLA adapted some of the items and redesigned the instrument so that it could be a self-administered survey that kindergarten teachers could send home with students. The Parent Survey assesses the degree of family and community supports that help children succeed in school and contains measures of child health status, preschool experiences, and kindergarten transition experiences; family activities with their children; and family demographic information.⁴ The survey is used to help understand the early experiences that have shaped children before they enter elementary school.

Both the MDRDP and the Parent Survey were administered concurrently within the first six to eight weeks of kindergarten entry and the data from individual respondents in the two surveys were linked in the UCLA database so that bivariate statistical analysis could be included in the findings. The table below summarizes the two data collection instruments.

² First 5 California's report on Statewide Kindergarten Entry Profiles is available at first5sr@sri.com.

³ Items for the fifth dimension of children's school readiness, health and well-being, are included in the Parent Survey.

⁴ The self-administered Parent Survey developed by UCLA included most of the items from the KEP family phone interview. The items in the Parent Survey largely originate from nationally validated survey instruments. However, UCLA did add some new items to capture the challenges of transitioning into kindergarten and to measure intensity of preschool experience.

Table 1: School Readiness Survey Instruments

	School Readiness Profiles (SRP) Survey Instruments	
	MDRDP	Parent Survey
Purpose	Assess children's developmental competencies	Assess community supports to help children succeed in school
Mode of administration	Observational assessment of children by kindergarten teachers	Self-administered survey sent home to parents
Target population	Kindergarten students	Parents of kindergarten students
Content	<ul style="list-style-type: none"> ❖ Cognition and general knowledge ❖ Communicative skills ❖ Emotional well-being and social competence ❖ Approaches to learning 	<ul style="list-style-type: none"> ❖ Child health status ❖ Health and social services ❖ Early care and education ❖ Parenting and family support ❖ Kindergarten transition activities ❖ Family demographics
When administered	October-November 2004 (Within first 6-8 weeks of kindergarten entry)	October-November 2004 (Within first 6-8 weeks of kindergarten entry)
Data Analysis	<p style="text-align: center;">Linked Data</p> <p>Child data from the MDRDP and family data from the Parent Survey were linked so that bivariate statistical analysis could be conducted</p>	

Recruitment of School Districts

In the fall of 2004, First 5 Ventura County recruited the four school districts that received School Readiness Initiative funds from First 5 Ventura County to participate in the School Readiness Profile Pilot Study (Port Hueneme, Rio, Santa Paula, and Oxnard). All four districts agreed to participate and a Memorandum of Understanding (MOU) was signed by First 5 Ventura County and the superintendents and principals. The MOU was submitted to First 5 California prior to the start of the School Readiness Profile Pilot Study to ensure that the participants adhered to the state guidelines for proper use of the MDRDP in terms of its purpose, procedures, and methods for collecting study data. The MOU (*Appendix C*) also described the standards and procedures required to assure the confidentiality of survey participant information. Selection of schools and classrooms were based on receptivity of principals and teachers, and in some cases, schools and classrooms were selected if a Neighborhood for Learning (NfL) preschool resided at the kindergarten school site.

Participant Consent

Superintendents made the decision for schools to distribute active⁵ or passive⁶ consent forms. Three of the four school districts, Port Hueneme, Rio, Santa Paula, chose to distribute passive consent forms. Oxnard school district distributed active consent forms.⁷

⁵ Active consent forms asked parents to sign and return the consent form to the kindergarten teacher if they wanted to participate in the evaluation.

⁶ Passive consent forms asked parents to sign the consent form and return it to the kindergarten teacher if they wanted to participate in the evaluation.

⁷ Oxnard school districts had been using active consent forms for 3 years as part of the School Readiness Initiative and choose to continue to do so for the Kindergarten Readiness Assessment project.

Incentives

Incentives were provided to survey participants (teachers and parents) in participating schools in Oxnard school district. This was done to be consistent with two schools in the Oxnard school district that received incentives for their participation in the State School Readiness Initiative KEP evaluation. Consistent with the State evaluation, each kindergarten teacher was provided with a \$50.00 stipend, and parents with children in each kindergarten class were automatically entered in a store drawing for a \$50 gift certificate. One gift certificate was awarded per participating classroom. Incentives were also offered to other school districts but were declined.

Teacher Training

Four MDRDP trainings were scheduled in the months of September and October 2004. In most cases, trainings were conducted at each of the participating school sites or, in one instance, the superintendent's office. The study team attempted to plan trainings around teachers' classroom schedules. A total of 24 teachers from the four participating school districts attended the trainings. The average attendance at each training session was 4 teachers, and the average duration of each training was approximately 20 minutes.

Target Population and Survey Response Rate

Table 2 shows that of 31 classrooms (from 6 schools and 4 school districts) that were requested by their superintendents and principals to participate in the pilot study, teachers from only 19 of the classrooms agreed to participate. The key reasons why teachers did not participate had to do with the lack of buy-in from kindergarten teachers, the timing of the assessment, and difficulties in coordinating with teachers from year-round schools (as in schools in the Oxnard school district). Teachers may have felt that the pilot study activity was imposed on them, particularly when they had not been involved in the planning effort and had competing time constraints with other activities such as in-service trainings and parent-teacher conferences. Lastly, in Oxnard, where they have year-round schools, some of the teachers that were asked to participate were "tracking-out" (no school for a month) due to their year-round schedule. These teachers had less time and lower incentive to participate in the assessments.

Of the 376 children enrolled in the 19 participating classrooms, survey data from the teacher-completed MDRDPs and the self-administered Parent Survey were collected from 230 children which produced a response rate of 61%.⁸ As Table 2 shows, the response rate was highest for the Hueneme school district. In Hueneme's case, the effort was championed by the Port Hueneme NFL director who attended the MDRDP trainings with teachers. The lowest response rate was in the Oxnard school district. For the four classroom teachers who did participate in Oxnard, the response rates ranged from 28% to 47%. As noted above, this was largely a result of lack of teacher buy-in to the assessment activity, the timing of the assessments, the inclusion of teachers who were "tracking-out", and the use of active consent to recruit parents to participate.

The recommendations section of this report addresses the lessons learned about the difficulty in gaining participation in the pilot study and proposes some strategies to improve participation in future years.

⁸ As shown in Table 2, fewer Parent Surveys were completed compared to teacher-completed MDRDPs. Only completed survey data (MDRDP and parent survey) for each child was used to calculate the overall response rate.

Table 2: Participation Status and Response Rates by Schools Districts and Schoolsⁱ

School District	School	Number of Classes Invited to Participate	Number of Classes Participated	Number of Children in Participating Classes	Number of Children Participated in the <i>MDRDP</i>	Number of Children/ Families Participated in the <i>Parent Survey</i>	Number of Complete Surveys (<i>MDRDP and Parent Survey</i>)	Response Rate ⁱⁱ
Port Hueneme	Larsen	6	6	127	119	95	95	75%
			A	21	21	19	19	
			B	21	20	20	20	
			C	23	19	10	10	
			D	21	21	17	17	
			E	21	19	16	16	
			F	20	19	13	13	
	Richard Bard	6	6	116	110	78	78	67%
			A	19	19	15	15	
			B	18	17	6	6	
			C	20	18	11	11	
			D	19	19	15	15	
			E	20	17	11	11	
			F	20	20	20	20	
El Rio	El Rio	2	2	40	40	18	18	45%
			A	20	20	10	10	
			B	20	20	8	8	
Santa Paula	Barbara Webster	4	1	17	11	11	11	65%
			A	17	11	11	11	
Oxnard	Marina West	7	2	40	11	11	11	28%
			A	20	5	5	5	
			B	20	6	6	6	
	Brekke	6	2	36	17	17	17	47%
			A	17	10	10	10	
			B	19	7	7	7	
Overall Totals and Response Rate		31	19	376	308	230	230	61%

ⁱ Data collected from a convenience sample and therefore it is not representative of kindergarten children in Ventura County

ⁱⁱ Response rate is based on column 8 divided by column 5.

Survey Administration

Following the teacher trainings, participating kindergarten teachers distributed consent forms to the parents of the children in their classrooms. Parents were given approximately two weeks to respond and a roster was developed of those children for whom families provided consent. For each family who agreed to participate in the data collection effort, teachers sent home a Parent Survey and conducted an MDRDP assessment on the child. Teachers returned both the Parent Surveys and the completed MDRDPs to the survey team.

For additional details regarding the process of administering and coordinating this effort, please refer to *Appendix D*.

Pilot Study Team - Roles and Responsibilities

The School Readiness Profile Pilot Study is the result of collaboration between First 5 Ventura County, who funded the project, and the Center for Excellence in Early Childhood Development (CfE) at CSUCI and the Center for Healthier Children, Families and Communities (CHCFC) at UCLA. The roles and responsibilities of each of the respective organizations are briefly described below:

First 5 Ventura County: The School Readiness Coordinator at First 5 Ventura County recruited the school district superintendents and obtained agreements and signed MOUs with school districts.

Center for Excellence in Early Childhood Development: CfE staff coordinated the administration of data collection with principals and kindergarten teachers and trained teachers on the use and administration of the MDRDP and Parent Survey.

Center for Healthier Children, Families and Communities: CHCFC staff developed the survey design, adapted teacher training materials and survey instruments, entered and analyzed data and developed this report.

Timeline of Pilot Study

Obtained MOUs with school districts	<i>September 2004</i>
Adapted teacher training materials	<i>September 2004</i>
Designed/adapted MDRDP and Parent Surveys	<i>September 2004</i>
Trained kindergarten teachers	<i>September 2004 – October 2004</i>
Collected data from kindergarten teachers	<i>October 2004 - November 2004</i>
Data entered and analyzed	<i>December 2004 – January 2005</i>

III. KEY FINDINGS

The findings in this section reflect data from the School Readiness Profiles Pilot Study (MDRDPs completed by kindergarten teachers and self-administered Parent Surveys). They are organized under the following domains:

- A. Children's developmental competencies at kindergarten entry;
- B. Family and community supports and services contributing to school success;
- C. Schools' readiness for children;
- D. Selected demographic information; and
- E. Children's developmental competencies related to selected child and family characteristics

The data from the pilot study reflect the characteristics of a *convenience* sample and therefore are not representative of all children entering kindergarten in Ventura County or the individual school districts that participated in this pilot. Until a representative sample is obtained in future years, the pilot data have limited generalizability for planning and evaluation at the district level or countywide. The findings do however provide a better understanding of how school readiness profiles can be used in future years once it is expanded to a representative sample of children entering kindergarten in Ventura County. Even with this select sample the profiles do allow us to demonstrate associations between school readiness profiles and parent reported behaviors and experiences.

The data analysis in this section includes both univariate analyses to describe the domains listed above as well as bivariate analyses to examine the associations between family domains and demographic information in the Parent Survey and children's developmental competencies obtained from the MDRDP. Also included are comparison data from the statewide School Readiness Initiative Evaluation because both the statewide sample and the schools participating in this local pilot study are all considered high-priority schools.^{9,10}

Data on developmental mastery are also intended to serve as baseline data for comparison in future years and for comparison between various populations within Ventura County. It is not appropriate however to set a gold standard for developmental mastery because it is not the intent of these data to label any population as being above or below a standard. Rather, the data should be used as a benchmark for making improvements over time, regardless of the current state of developmental mastery.

⁹ High priority schools refer to those with an API index ranging 1-3. The state evaluation also includes schools with higher API indices ranging from 4-5.

¹⁰ Note that the data are derived from different sources and sampling strategies. The state data is derived from a representative sample of high-priority schools across California; Ventura pilot data is derived from a convenience sample of six schools in four school districts in Ventura County.

A. Children's developmental competencies at kindergarten entry

This section addresses the five NEGP-specified dimensions for children's readiness for school:

- ❑ Health and physical development (A1)
- ❑ Cognition and general knowledge (Table A2)
- ❑ Communicative skills (Table A3)
- ❑ Emotional well-being and social competence (Table A4)
- ❑ Approaches to learning (Table A5)

Tables A2 to A5 present information from the MDRDP about children's developmental competencies at kindergarten entry. Individual items from the MDRDP are grouped in the following way:

- *Twelve* items in the cognition and general knowledge dimension
- *Six* items in the communicative skills dimension
- *Nine* items in the emotional well-being and social competence dimension
- *Three* items in the approaches to learning dimension

Teachers rated each child's developmental competency for each item on the MDRDP as "fully mastered", "almost mastered", "emerging", or "not yet mastered". An established set of criteria (discussed during the teacher trainings) was used to categorize each child into one of four levels of developmental competency for all 30 items on the MDRDP (please see *Appendix E* for the MDRDP rubric/criteria). The percent of children who were rated with each level of mastery is shown in tables A2 to A5.

Although there is no "gold standard" of developmental competency from which to compare, children who have "*fully or almost*" mastered items can be understood to be further along the school readiness pathway compared to other children. Similarly, children with "*emerging*" developmental competency can be understood to be further behind on the school readiness pathway compared to children who have fully or almost mastered items. Furthermore, children who have "not yet mastered" or have "emerging" mastery can be understood to be a group that is more at risk for school readiness compared to other children – leading to important implications for program planning and service delivery related to school readiness.

In order to demonstrate the proportion of children who are further along the school readiness pathway, two summary scores are developed and presented at the bottom of tables A2 to A5:

- The percentage of all children who have *fully mastered* all items in that dimension.
- The percentage of all children who have either *fully or almost mastered* all items in that dimension.

Only children with complete information for all 30 items on the MDRDP are included in developing these scales (N=246).

Also included in each table is a measure that depicts the average percent of children across all items that have fully, almost, emerging, and no mastery. Unlike the summary scores mentioned above, this measure includes all children whether or not they had complete information on all 30 items in the MDRDP and is derived by adding all the percents in each column (fully/almost/emerging/not yet) and dividing it by the number of items in that dimension.

This section also includes a summary table of findings across dimensions (table A6) and a graph that depicts the percent of children by overall mean score in developmental mastery (figure A7). Similar to the summary scores above, the latter measure only includes children with complete information for all 30 items on the MDRDP.

**A1. Children's Developmental Competencies at Kindergarten Entry:
Child Health and Development**

Parents were asked to report on their child's health and developmental status. For comparison purposes, data from the First 5 Statewide KEP evaluation is also provided in this section.¹¹

Table A1: Child Health and Developmental Status

	Ventura Parent Survey ⁱ (2004)		Statewide MDRDP ⁱⁱ (2003)	
	%	n	%	n
Overall child health status reported by parents				
Excellent	38	86	-	-
Very good	38	88	-	-
Good	20	45	-	-
Fair/Poor	4	9	8	292
Child has a reported developmental delay	2	5	4	157
ⁱ Data not representative of kindergarten children in Ventura County				
ⁱⁱ Data representative of kindergarten children in high-priority schools in California				

Key findings:

- ❑ As in other population surveys of young children, most children in the Ventura County pilot are reported to be in excellent (38%), very good (38%), or good health (20%) compared to fair or poor health (4%).
- ❑ A very low percent of children are reported to have a developmental delay (2%).
- ❑ In comparison, a slightly higher percent of children in the statewide MDRDP sample are reported to be in fair/poor health (8% versus 4%) or have a developmental delay (4% versus 2%).¹²

¹¹ Note that the data are derived from different sources and sampling strategies. The state data is derived from a representative sample of high-priority schools across California; Ventura pilot data is derived from a convenience sample of six schools in four school districts in Ventura County.

¹² Differences not statistically tested.

**A2: Children's Developmental Competencies at Kindergarten Entry:
Cognition and General Knowledge**

Table A2: Cognition and General Knowledge^{i,ii,iii}

MDRDP items	n	Fully Mastered %	Almost Mastered %	Emerging %	Not Yet %
Child's Reading Skills					
Understands that letters make up words	301	27	24	38	11
Recognizes print in the environment	288	21	22	33	14
Makes three or more letter-sound correspondences	301	35	21	29	15
Child's Interest in Books					
Pretends to read books	303	31	35	30	4
Engages in discussion about books	299	24	29	34	12
Draws a picture related to a story and talks about his or her drawing	303	27	32	33	8
Child's Writing Skills					
Uses pretend writing during play activities	303	22	29	39	10
Writes three or more letters or numbers	303	42	23	25	10
Uses pictures and letters to express thoughts and ideas	302	23	38	29	11
Child's Measuring, Ordering and Time Skills					
Orders objects from smallest to largest	270	17	42	33	7
Child's Number Concept					
Understands that numbers represent quantity	302	23	39	28	10
Understands numbers and simple operations, and uses them in daily activities	303	10	27	39	24
Average percent across all items:		25	30	32	11
Fully mastered all items (% of children)	246 ^{iv}	4			
Fully or Almost mastered all items (% of children)	246 ^{iv}	22			

ⁱItems from Modified Desired Results Developmental Profile (MDRDP).

ⁱⁱThe percentages in the "fully mastered" to "not yet" columns should total 100. Because of rounding, some totals equal 101% or 99%

ⁱⁱⁱData not representative of kindergarten children in Ventura County

^{iv}Total n reflects the number of children with complete data for each of the 30 MDRDP items. Children with incomplete information for one or more MDRDP item were excluded from the overall MDRDP mastery scale and subscales.

Key findings:

Overall frequencies

- ❑ The most frequently mastered item is the ability to write three or more letters or numbers (writing skills) (42%); the least frequently mastered item is the ability to understand numbers and simple operations, and using them in daily activities (number concepts) (10%).
- ❑ The average percent across all items suggests that a slightly higher percent of children have either fully or almost mastered these items (55%) compared to children who have not yet mastered or have emerging competency for items on this dimension (43%).

Fully or Almost mastered items

- ❑ Combining the twelve items in this dimension¹³ shows that few children have *fully*-mastered **all** items in the cognition and general knowledge domain (4%).
- ❑ When *almost*-mastered skills are also taken into account, approximately one-fifth of the children have either fully- or almost-mastered all the items in this domain (22%).

A3. Children's Developmental Competencies at Kindergarten Entry: Communicative Skills

Table A3: Communicative Skills^{i,ii,iii}

MDRDP items	n	Fully Mastered %	Almost Mastered %	Emerging %	Not Yet %
Child's Language Comprehension					
Follows two-step requests that are sequential, but not necessarily related	303	43	33	19	5
Understands increasing number of specialized words	256	18	38	38	8
Understands complex, multi-step requests	303	24	37	28	11
Child's Language Expression					
Engages in conversations that develop a thought or idea	301	27	35	29	9
Participates in songs, rhymes, games, and stories that play with sounds of language	303	32	7	26	5
Tells about own experiences in a logical sequence	299	24	35	29	11
Average percent across all items:		28	31	28	8
Fully mastered all items (% of children)	246 ^{iv}	6			
Fully or Almost mastered all items (% of children)	246 ^{iv}	43			

ⁱItems from Modified Desired Results Developmental Profile (MDRDP).

ⁱⁱThe percentages in the "fully mastered" to "not yet" columns should total 100. Because of rounding, some totals equal 101% or 99%

ⁱⁱⁱData not representative of kindergarten children in Ventura County

^{iv}Total n reflects the number of children with complete data for each of the 30 MDRDP items. Children with incomplete information for one or more MDRDP item were excluded from the overall MDRDP mastery scale and subscales.

Key findings:

Overall frequencies

- ❑ The most frequently mastered item is the ability to follow two-step requests (language comprehension) (43%); the least frequently mastered item is the ability to understand increasing number of specialized words (language comprehension) (18%).
- ❑ The average percent across all items suggests that a higher percent of children have either fully or almost mastered these items (59%) compared to children who have not yet mastered or have emerging competency for items on this dimension (36%).

¹³ Only children with complete information on all 30 items in the MDRDP are included in this summary score (N=246).

Fully or Almost mastered items

- ❑ Combining the six items in this dimension¹⁴ shows that few children have fully-mastered **all** items in the communicative skills domain (6%).
- ❑ When *almost*-mastered skills are also taken into account, a little less than half have either fully- or almost-mastered all the items in this domain (43%).

A4. Children's Developmental Competencies at Kindergarten Entry: Emotional Well-Being and Social Competence

Table A4: Emotional Well-Being and Social Competence^{i,ii,iii}

Table A4. Emotional Well-Being and Social Competence					
MDRDP items	n	Fully Mastered %	Almost Mastered %	Emerging %	Not Yet %
Child's Interaction with Adults					
Seeks adult help when appropriate	301	36	38	21	4
Seeks adult help after trying to resolve problem on his/her own	296	29	36	26	9
Negotiates with peers to resolve social conflicts with adult guidance	299	24	38	31	8
Expresses empathy or caring for others	287	29	40	24	7
Participates in cooperative group efforts	302	34	40	23	3
Child's Self-Regulation					
Exhibits impulse control and self-regulation	298	30	36	28	6
Follows rules when participating in routine activities	303	40	38	18	4
Comforts self and controls the expression of emotion with adult guidance	297	38	39	18	5
Understands and follows rules in different settings	303	39	39	19	3
Average percent across all items:		33	38	23	5
Fully mastered all items (% of children)	246 ^{iv}	11			
Fully or Almost mastered all items (% of children)	246 ^{iv}	46			
ⁱ Items from Modified Desired Results Developmental Profile (MDRDP).					
ⁱⁱ The percentages in the "fully mastered" to "not yet" columns should total 100. Because of rounding, some totals equal 101% or 99%					
ⁱⁱⁱ Data not representative of kindergarten children in Ventura County					
^{iv} Total n reflects the number of children with complete data for each of the 30 MDRDP items. Children with incomplete information for one or more MDRDP item were excluded from the overall MDRDP mastery scale and subscales.					

Key findings:

Overall Frequencies

- ❑ The most frequently mastered item is the ability to follow rules when participating in routine activities (self-regulation)(40%); the least frequently mastered item is the ability to negotiate with peers to resolve social conflicts with adult guidance (interaction with adults) (24%).

¹⁴ Only children with complete information on all 30 items in the MDRDP are included in this summary score (N=246).

- The average percent across all items suggests that a higher percent of children have either fully or almost mastered these items (71%) compared to children who have not yet mastered or have emerging competency for items on this dimension (28%).

Fully or Almost mastered items

- Combining the nine items in this dimension¹⁵ shows that few children have fully-mastered **all** items in the emotional well-being and social competence domain (11%).
- When *almost*-mastered skills are also taken into account, a little less than half have either fully- or almost-mastered all the items in this domain (46%).

A5: Children's Developmental Competencies at Kindergarten Entry: Approaches to Learning

Table A5: Approaches to Learning^{i,ii,iii}

MDRDP items	n	Fully Mastered %	Almost Mastered %	Emerging %	Not Yet %
Child's Interest in Learning					
Observes and examines natural phenomena through senses	286	24	30	40	7
Show willingness to take risks in learning new skills	299	27	40	28	5
Child's Cognitive Competence					
Stays with or repeats a task	275	36	34	27	4
Average percent across all items:		29	35	32	5
Fully mastered all items (% of children)	246 ^{iv}	17			
Fully or Almost mastered all items (% of children)	246 ^{iv}	52			

ⁱItems from Modified Desired Results Developmental Profile (MDRDP).

ⁱⁱThe percentages in the "fully mastered" to "not yet" columns should total 100. Because of rounding, some totals equal 101% or 99%

ⁱⁱⁱData not representative of kindergarten children in Ventura County

^{iv}Total n reflects the number of children with complete data for each of the 30 MDRDP items. Children with incomplete information for one or more MDRDP item were excluded from the overall MDRDP mastery scale and subscales.

Key findings:

Overall Frequencies

- The most frequently mastered item was the ability to stay with or repeat a task (interest in learning) (36%).
- The average percent across all items suggests that a higher percent of children have either fully or almost mastered these items (64%) compared to children who have not yet mastered or have emerging competency for items on this dimension (36%).

Fully or Almost mastered items

- Combining the three items in this dimension¹⁶ shows that few children have fully-mastered **all** items in the approaches to learning domain (17%).
- When *almost*-mastered skills are also taken into account, about half have either fully- or almost-mastered all the items in this domain (52%).

¹⁵ Only children with complete information on all 30 items on the MDRDP are included in this summary score (N=246).

¹⁶ Only children with complete information on all 30 items on the MDRDP are included in this summary score (N=246).

A6: Summary of “Fully and Almost Mastered Developmental Items” (Tables A2-A5):

Table A6 summarizes the percent of children who have either fully or almost mastered items across the four developmental dimensions. Also included in the table are comparison data from the statewide School Readiness Initiative Evaluation. This is because both the statewide sample and the schools participating in this local pilot study are all considered high-priority schools. However, as noted earlier, caution must be exercised in comparing the two sets of data because the Ventura County pilot study was ascertained from a convenience sample.

Table A6: Summary Table of Fully and Almost-Mastered Developmental Items (N=246)¹⁷

		Ventura County Pilot (convenience sample of high-priority schools) (N=303)		California (representative sample of high-priority schools) (N=5153)	
		Column 1	Column 2	Column 3	Column 4
	Developmental Dimensions	Fully-Mastered %	Fully or Almost-mastered %	Fully-Mastered %	Fully or Almost-mastered %
1.	Cognition and General Knowledge	4	26	6	25
2.	Communicative skills	6	49	7	29
3.	Emotional Well-being and social competence	11	57	7	33
4.	Approaches to learning	17	69	9	38
5.	All Dimensions	<1	46		

Key findings:

- ❑ Although children in both studies (the Ventura County pilot and the Statewide SRI evaluation) have overall low levels of fully mastering items across the four dimensions of school readiness, the pattern varies between developmental dimensions (see columns 1 and 3). In the case of Emotional Well-being and Approaches to Learning, children in the Ventura County pilot have slightly higher percents of fully-mastered items as compared with the statewide sample. In contrast, the statewide sample has slightly higher percents of fully-mastered items for Cognition and General Knowledge and Communication Skills as compared with the pilot sample.
- ❑ A more consistent pattern emerges for the fully or almost mastered category (see columns 2 and 4). For all four of the dimensions listed above, the pilot sample has a higher percent of children who have fully or almost mastered items as compared to the statewide sample.
- ❑ When looking only at children in the pilot sample who have either fully or almost mastered items across the four dimensions, a gradient is observed (see column 2). A higher percent of children have fully or almost mastered items for Approaches to Learning compared to (in descending order) items in Emotional Well-Being and Social Competence, Communicative Skills, and Cognition and General Knowledge.
- ❑ A similar gradient is observed among children in the statewide sample (see column 4), with a higher percent of children fully or almost mastered items for Approaches to Learning compared to (in descending order) items for Emotional Well-Being and Social Competence, Communicative Skills, and Cognition and General Knowledge.

¹⁷ Of the 303 children with MDRDPs, only 246 were included in this analysis because their teachers completed every item (30 items) on their MDRDPs. The 57 children excluded from this analysis had incomplete MDRDP information.

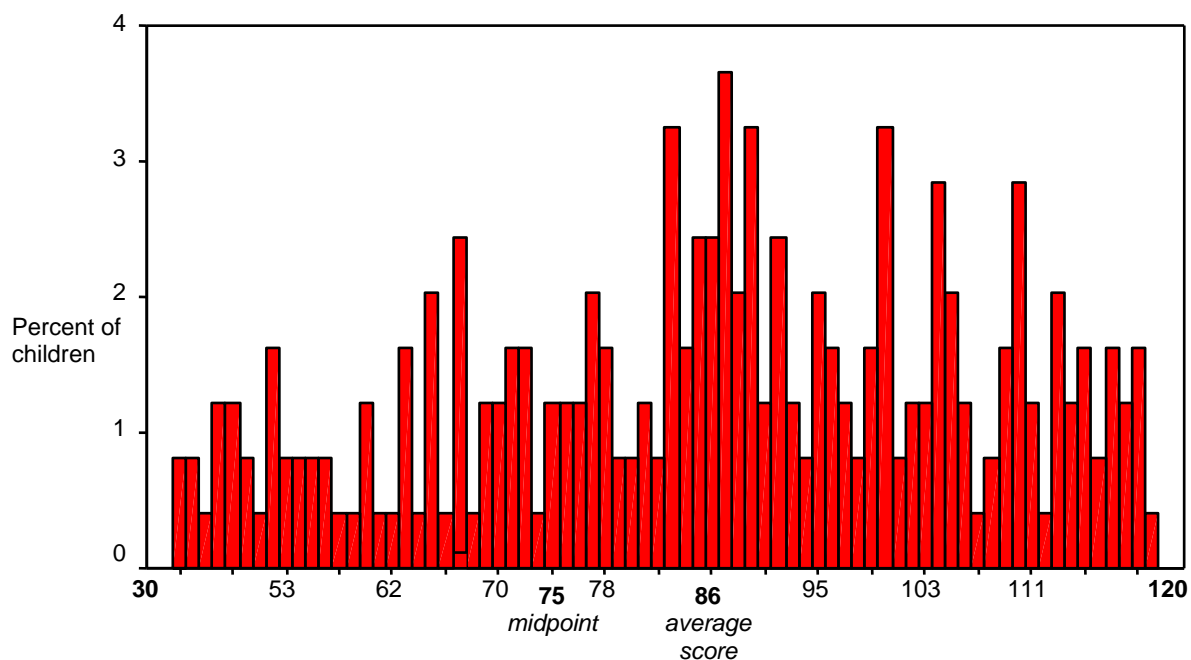
- ❑ The gradients in fully or almost mastered items (see columns 2 and 4) suggest that children are at higher risk (no or emerging mastery) for mastering some dimensions of school readiness more than others. For example, results for the pilot and statewide samples indicate that children depict the lowest level of mastery for the Cognition and General Knowledge dimension of school readiness. This dimension includes items that measure children's reading skills, interest in books, writing skills, measure and time skills, and number concepts. These findings have implications for the direction and magnitude of efforts needed to supplement the school readiness skills of children entering kindergarten in high-priority schools in Ventura County and across California.
- ❑ Almost half (46%) of the children in the pilot sample have either fully or almost mastered items across all dimensions. This finding suggests that these children have school readiness trajectories or pathways that are moving in the right direction. They have either fully or almost mastered items for four out of five dimensions that represent school readiness at the time of kindergarten entry.
- ❑ Less than one percent of children in the pilot sample have fully mastered items across all dimensions. This suggests that when it comes to mastering *all* items on the MDRDP, the majority of children in the pilot sample have a big learning curve. Conversely, these results may indicate the need for more refined measures to capture and assess school readiness among children entering kindergarten.

A7: Overall Developmental Mastery Levels

Figure A7 shows the percent of children by overall developmental mastery score. The overall score of mastery across all MDRDP items was computed in the following way:¹⁸

- ❖ Each individual MDRDP item was assigned the following values: 1=not yet mastered, 2=emerging, 3=almost mastered, and 4=fully mastered.
- ❖ Estimates of mastery across all 30 individual items were added together for each child to provide an overall score of mastery.
- ❖ Overall mastery scores range from 30 to 120. Children who have not yet mastered any of the 30 items will have an overall mastery score of 30; conversely children who have fully mastered all the 30 items will have an overall mastery score of 120.

Figure A7: Percent of Children by Overall Developmental Mastery Level (N=246)



Overall Level of Mastery Scores (Range 30-120)

Key findings:

- ❑ The average score of overall developmental mastery across all MDRDP items for children in the Ventura County pilot is 86.3, slightly above the midpoint of 75. These results are comparable to the average score of developmental mastery across all MDRDP items for the representative sample of kindergarten children in the Statewide Evaluation – 80.6.¹⁹
- ❑ Although children are distributed somewhat evenly across all the levels of mastery, a higher percent of children fall in the middle range.

¹⁸ First 5 California's report on Statewide Kindergarten Entry Profiles is available at first5sr@sri.com.

¹⁹ First 5 California's report on Statewide Kindergarten Entry Profiles is available at first5sr@sri.com.

B. Family and Community Supports and Services Contributing to School Success

In order to determine the experience of the family with community supports and services that contribute to school readiness, parents were asked to reflect upon health and social services, early care and education, and parenting and family support. Whenever possible, comparative data from the statewide evaluation is also presented. The findings are summarized below.²⁰

Key findings:

Health and Social Services

- ❑ A high percent of children have health insurance (88%). Similar estimates for child health insurance are reported by the statewide evaluation (87%).
- ❑ A low percent report receiving special services or taking part in a program for children with special needs before the school year²¹ (4%). Slightly higher estimates are reported by the statewide evaluation (7%).
- ❑ When asked about the receipt of services (yes/no) since the child was *three years old*:
 - ❖ Most parents report having received medical or health care for their child (97%)
 - ❖ More than three-fourths of parents report having received dental care for their child (79%), and
 - ❖ More than one-third report having received a developmental assessment for their child (36%).

Early care and Education

- ❑ About two-third of all children entering kindergarten are reported to have had some preschool experience since the child was three years old (60%). Identical estimates are reported by the statewide evaluation.
- ❑ About one-third of children entering kindergarten are reported to have attended some form of preschool for 12 months or more (at least two times/week) (33%)
- ❑ About two-fifths of children entering kindergarten are reported to not have any preschool experience (38%)
- ❑ When parents were asked for reasons for child not attending preschool:
 - ❖ A little less than half reported some form of financial difficulty or constraint (46%), and
 - ❖ One-third reported that they preferred to keep their child at home until kindergarten (34%).

Parenting and Family Support

- ❑ About one-fifth of children are never or rarely read to on a weekly basis (20%)
- ❑ A low percent of children are read to daily (17%). Higher estimates for reading daily are reported by the statewide evaluation (60%)
- ❑ About one-third of children are never or rarely told stories on a weekly basis (34%)
- ❑ A low percent of children are told stories daily (13%). Higher estimates for telling stories daily are reported by the statewide evaluation (41%).
- ❑ Parents report attending parenting classes more frequently (29%) compared to participating in other parenting services such as support groups (9.6%) or home visits (9.2%) since the time their child was three years old. Similar estimates for parenting classes (29%) and receiving home visits (12%) but higher estimates for support groups (17%) are reported by the statewide evaluation.

²⁰ Frequency distributions are presented in Appendix F – Table B.

²¹ Children with special needs were defined as children who had trouble with things like talking or learning or who had health problems that interfered with their learning (parent survey).

Overall, few differences are observed between the community supports and services reported by families in pilot and statewide samples. However, the two groups appear to differ in the frequency of literacy activities such as reading or telling stories to the child. If the data were representative, these findings would have policy implications for parent education and literacy activities for families with kindergarten children in Ventura County.

C. Schools' readiness for children

In order to determine the experience of the child and family with the transition to school, the Parent Survey asked parents to reflect upon kindergarten transition activities offered by schools, challenges faced by children in starting school, and parent concerns about their child's school readiness skills. Whenever possible, comparative data from the statewide evaluation is also presented. The findings are summarized below.²²

Key findings:

Kindergarten transition activities offered by schools (4 items)

- A high percent of parents were:
 - ❖ Invited to visit their child's school (71%). Similar estimates are reported by the statewide evaluation (70%).
 - ❖ Provided with information about preparing their child for kindergarten (81%). Lower estimates are reported by the statewide evaluation (73%).
 - ❖ Provided with information about contacting teachers (88%). Identical estimates are reported by the statewide evaluation (88%).
 - ❖ Offered workshops or materials or advice about how to help their child learn at home and prepare for kindergarten (79%). Higher estimates are reported by the statewide evaluation (87%).

Level of difficulty starting kindergarten

- A high percent of parents report that their child found starting kindergarten to be very easy or somewhat easy (80%). Similar estimates are reported by the statewide evaluation (77%).

Challenges faced by children in starting school

- A higher percent of parents reported that their child found it challenging to recognize letters (44%) compared to having problems listening to the teacher (31%), following rules or directions (22%), sharing with others (19%), making new friends (19%), working alone (18%), or working as part of a group (17%) (statewide data not available).

Parent concerns about their child's school readiness skills

- A higher percent of parents expressed concerns (a lot or a little) about whether or not their child could do what other children his/her age could do (53%) compared to concerns about behavior (41%), getting along with other children (38%), emotional well-being (36%), learning kindergarten skills (36%), or learning to do things for himself/herself (36%). Statewide data (which include only two of the six parent concerns listed above) indicate lower estimates for parent concerns about their child getting along with other children (27%) and their child's learning of school (kindergarten) skills (31%).

Overall, few differences are observed between the pilot and statewide samples. In terms of kindergarten transition activities, few differences are observed in the receipt of kindergarten transition activities that involve visiting the child's school and receiving contact information for teachers. However, the two groups differ in the receipt of kindergarten transition activities around provision of information or workshops to prepare child for kindergarten. To some extent, these findings can be attributed to the strong kindergarten transition program offered at one of the school districts (Hueneme) in the Ventura County pilot. However, if the data were representative, these findings would serve as a needs assessment for transition activities and have important, data-driven implications for program planning and service delivery.

²² Frequency distributions are presented in Appendix F – Table C.

D. Selected demographic information

Information on the demographic characteristics of families was collected through the Parent Survey (child and *parent* characteristics). Whenever possible, comparative demographic data from the First 5 Statewide evaluation is also presented (child and *maternal* characteristics). Child and family demographics are summarized below.²³

Key findings:

- ❑ A high percent of children in participating schools are Hispanic/Latino (78%), and the primary language spoken at home by over half of all children is Spanish (54%). The statewide evaluation provides similar estimates for children of Hispanic/Latino race/ethnicity (76%) and identical estimates for Spanish as the primary language spoken at home (54%).
- ❑ Over half of the parents are between the ages of 25-35 years (58%). Similar estimates are provided by the statewide evaluation for parents 25 years of age or older (56%).
- ❑ About one-third have less than a high school degree (27%). A higher percent of mothers in the statewide evaluation have less than a high school degree (48%).
- ❑ About half work full-time (49%) (statewide data not available).
- ❑ A high percent are married or living with a partner (80%) and most live in households with three or more members (97%). A lower percent of mothers in the statewide evaluation are married or living with a partner (74%). Similar estimates are provided for living in households with three or more members (98%).
- ❑ About two-thirds report not moving in the last 12 months (63%). Similar estimates are provided by the statewide evaluation (62%).
- ❑ A low percent report receiving some form of public assistance: food stamps (17%), TANF or CalWORKS (6%), and money or services from other organizations (3%). A higher percent of parents in the statewide evaluation report receiving food stamps (26%), TANF or CalWORKS (17%). Similar estimates are provided for the receipt of money or services from other organizations (4%).
- ❑ A little less than half report an annual household income \$10,000-\$29,000 (45%). A slightly higher estimate for this income range is reported by the statewide evaluation (52%).

Overall, the two groups have similar demographic characteristics despite different sampling strategies (representative versus convenience sample). The pilot and statewide samples do not differ widely by predominant racial/ethnic group (Hispanic), primary language spoken at home (Spanish), maternal/parent age, number of members in the household, and economic indicators such as number of moves in the past year, assistance from various sources, and annual household income. The only difference is in parent level of education indicating that parents in the Ventura County pilot have higher levels of education than parents (mothers) in the statewide evaluation.

²³ Frequency distributions are presented in Appendix F – Tables D1 and D2.

E. Children's developmental competencies related to select child and family characteristics

In this section, data on children and families from the two survey instruments (the MDRDP and the Parent Survey) were linked in order to examine the association between overall developmental mastery scores and select child and family characteristics. To examine these relationships, bivariate statistical analyses is used and statistically significant associations are noted.²⁴

Child characteristics include age, gender, race/ethnicity, language spoken at home, health status, IEP status, and level of preschool experience (table E1). *Family* characteristics include family literacy – frequency of reading and telling stories per week, participation in parenting services such as parenting classes, support groups, or home visits, parent level of education, number of moves in the past year, and annual household income. Whenever possible, comparative data from the statewide evaluation is also presented in this section.

Table E1: Level of Developmental Mastery by Select *Child* Characteristics^{i,ii}

	Ventura County Pilot		Statewide Evaluation
	n	Mean Developmental Mastery scores (30-120)	
Overall Developmental Mastery Across All Items	246	86	81
CHILD CHARACTERISTICSⁱⁱⁱ			
Child age in years			
5	95	84*	-
6 or older	90	90	-
Child gender			
Male	128	84*	-
Female	117	89	-
Child race/ethnicity^{iv}			
Hispanic/Latino	141	85*	79*
White	18	99	89
Asian	12	88	87
Other	16	85	80
(Black or African American)	-	-	79
(Pacific Islander)	-	-	78
Language mostly spoken at home			
English or English/another language	91	90*	84*
Spanish or other language	99	84	78
(Other languages)	-	-	83
Child health status			
Excellent/Very good	144	86	83*
Good/Fair/poor	43	86	71
(Good)	-	-	79
Does child have an IEP			
Yes	12	72*	70*
No/Don't know	141	85	81
(Unknown/unreported)	-	-	79
Level of preschool experience			
At least 2 times per week for 6 months	27	85*	-
At least 2 times per week for 9 months	22	95	-
At least 2 times per week for 12 months or more	54	92	-

²⁴ Bivariate analyses are used to examine *associations* between two or more variables; some of these significant associations may disappear when the effects of other demographic factors, such as income, are accounted for using multivariate analyses.

	Ventura County Pilot		Statewide Evaluation
	n	Mean Developmental Mastery scores (30-120)	
No preschool experience/Don't know	56	84	-
Any preschool experience			
Yes	103	91*	83*
No	56	84	78
<i>ⁱData from Parent Survey</i> <i>ⁱⁱData not representative of kindergarten children in Ventura County</i> <i>ⁱⁱⁱParentheses represent additional categories in the statewide evaluation data.</i> <i>^{iv}Although there were other race/ethnic groups identified by parents, the race/ethnic variable was collapsed into a four-category variable to have a sufficient number of parents in each group for bivariate analyses.</i> <i>^vsignificant association (p<.05)</i>			

The results indicate the following significant associations:²⁵

- ❑ *Child age*: The analyses indicate significant differences in overall developmental scores by child age. Children entering kindergarten at six years of age have higher developmental scores than children entering kindergarten at five years of age
- ❑ *Child gender*: The analyses also indicate gender differences in overall developmental scores. Girls have higher scores than boys at the time of kindergarten entry
- ❑ *Child race/ethnicity*: Race/ethnic differences are also observed. Children of White race/ethnicity have higher scores than children of Latino, Asian or Other race/ethnicity
- ❑ *Primary language*: Language differences observed suggest that children who primarily speak English at home have higher scores than children who primarily speak other languages including Spanish at home,
- ❑ *IEP*: Children with IEPs have lower developmental scores than children without IEPs
- ❑ *Preschool experience*: Children with any preschool experience prior to kindergarten have higher scores than children with no preschool experience.
- ❑ *Preschool volume*: Differences are also observed by the amount of time spent in preschool. Children with less than nine months of preschool (at least two times/week) have lower developmental scores than children with nine or more months of preschool experience.

Differences in overall mean developmental mastery scores by specific *child* characteristics in the Ventura County pilot are similar to those observed for the statewide data. However, unlike the Ventura County pilot data, the statewide data also show statistically significant differences in mean scores by child health status.

²⁵ Bivariate analyses are performed using t-tests or one-way analysis of variance. A cut-off point of p<.05 is used to determine the statistical significance of associations.

Table E2: Level of Developmental Mastery by Select *Family* Characteristics^{i,ii}

	Ventura County Pilot		Statewide Evaluation
	n	Mean Developmental Mastery scores (30-120)	
FAMILY CHARACTERISTICS			
<i>Family Literacy</i>			
Frequency of reading to child per week			
0-2 times	38	83	75*
3-6 times	114	86	81
7 or more times	34	90	83
Frequency of telling stories to child per week			
0-2 times	65	83	72*
3-6 times	98	87	80
7 or more times	24	89	82
<i>Family Participation in Parenting Services</i>			
Since child was three: information/class on child development/ behavior			
Yes	55	89	-
No	134	85	-
Since child was three: attended support group for parents			
Yes	20	85	-
No	167	87	-
Since child was three: received home visits			
Yes	19	84	-
No	168	87	-
Parent Participation in any Parenting Service			
Yes	123	85	81
No	67	88	81
<i>Parent Demographic Characteristics</i>			
Parent level of education			
Less than high school	49	81*	78*
High school or more	135	89	84
Moves in the last 12 months			
0	113	89	-
1 or more	68	86	-
Annual household income			
< \$10,000	25	76*	-
\$10,000-19,999	55	82	-
\$20,000-29,999	35	87	-
\$30,000-39,999	22	92	-
\$40,000-49,999	20	95	-
≥\$50,000	22	101	-
ⁱ Data from Parent Survey			
ⁱⁱ Data not representative of kindergarten children in Ventura County			
*significant association (p<.05)			

The results indicate the following significant associations:²⁶

- ❑ *Parent education:* As has been shown in other studies on child development, differences were observed by parent level of education. Children with parents who had less than a high school degree had lower scores than children with parents who had more than or a high school degree

²⁶ All bivariate associations were performed using t-tests or one-way analysis of variance. A cut-off point of p<.05 was used to determine the statistical significance of associations.

- ❑ *Household income:* Children living in households with incomes $\geq \$50,000$ had higher scores than children living in comparatively lower income households.
- ❑ *Family literacy:* Although most studies suggest a direct link between family literacy activities and child development, our analyses did not replicate such a finding - although the scores suggest a dose response effect (higher frequency of reading or telling stories is associated with higher development scores). The lack of significant findings may suggest an insufficient sample size to detect differences in developmental scores by frequency of family literacy activities.

Differences in overall mean developmental mastery scores by specific *family* characteristics in the Ventura County pilot are similar to those observed for the statewide data. However, unlike the Ventura County pilot data, the statewide data also shows statistically significant differences in mean scores by frequency of literacy activities such as reading to or telling stories to child.

Among the variables listed in tables E1 and E2, the key sentinel indicators that have policy implications for improving the levels of developmental mastery for children entering kindergarten include child preschool attendance, intensity of preschool attendance, family literacy activities such as frequency of reading to the child, and parent participation in parenting activities such as parenting classes. In this analysis, preschool attendance and volume of preschool are the only sentinel indicators where a significant bivariate association was found. Children who have attended preschool have statistically significant higher mean scores in developmental mastery than those who have not received preschool. Likewise, the intensity or volume of preschool experience is significantly associated with higher mean scores on developmental mastery.

A more comprehensive understanding of these associations would require multivariate analyses controlling for the impact of other characteristics. For example, a fuller understanding of the association between any preschool attendance (versus no preschool) and higher developmental scores will emerge when the analyses accounts (or controls) for the influence of other potentially contributory factors such as household income.

The few significant associations between sentinel indicators and developmental mastery may indicate that the sample size was not large enough to detect differences in levels of developmental mastery. Additionally, they could indicate the need for more refined measures to capture information on these sentinel indicators. For example, using a measure of intensity of parenting classes (number of classes attended by parent) as opposed to whether or not parents attended any parenting classes may produce significantly different results.

IV. RECOMMENDATIONS FOR EXPANSION OF PILOT

This section provides a set of recommendations on expanding the pilot study in the years ahead to enhance the School Readiness Profiles' generalizability, quality, comprehensiveness, and utility. We conclude with a discussion of the need to develop long-term mechanisms to sustain this effort and to build information systems that can map and track the success of children from birth to grade school and beyond.

Generalizability

A key requirement of expanding the pilot in future years is to revise the process of recruiting participants (school districts, schools, and classrooms) so that study samples of children entering kindergarten are increasingly representative of and generalizable to the Ventura County kindergarten population.

In fall 2004, the four school districts that received School Readiness Initiative funds from First 5 Ventura County were recruited to participate in the School Readiness Profile Pilot Study. Selection of schools and classrooms were based on receptivity of principals and teachers, and in some cases, schools and classrooms were selected if an NfL preschool resided at the kindergarten school site. Because a relatively small number of classrooms participated in the pilot study and because site selection did not involve a random process, the School Readiness Profiles Pilot Study can only be generalized to the participating classrooms and not to broader populations. For example, the pilot study includes children who are predominantly Hispanic which is not representative of the county given that more than half of the population in Ventura County is White, while only a third is Hispanic (Census 2000). Therefore, although the pilot data is representative of the pilot schools, it over represents the Hispanic population of kindergartners countywide.

Another example that demonstrates how the data might differ if it were more representative includes the findings related to provision of transition activities by schools as reported by parents (section C – Schools' readiness for children). The results indicate that over 70% of parents reported the receipt of each of four transition activities from their child's school. However, based on anecdotal information, we know that this is a result of an over-representation of data from the Hueneme School district which has a strong transition program for children entering kindergarten and their families. Information from a representative sample of children would probably depict lower receipt of such services because transition activities are not nearly as common in other school districts and this has important implications for program planning related to kindergarten transition activities.

In order to achieve a representative sample in future years, we recommend the following three-year expansion of the pilot:

- ❖ *Fall 2005:* Recruit additional school districts to participate in the School Readiness Profiles Study and obtain a representative sample of schools and classrooms within each participating school district by employing a process of random assignment.
- ❖ *Fall 2006:* Recruit all school districts in Ventura County to participate in the School Readiness Profile Study and obtain a representative sample of schools and classrooms in all school districts in the county by employing a process of random assignment.
- ❖ *Fall 2007:* All school districts have 100% of schools and classrooms collecting School Readiness Profiles.

Quality

There were a number of challenges and lessons learned from the process of recruiting school districts, training teachers, and coordinating the logistics of the pilot study that can improve the quality of the data in future years. In terms of challenges, as discussed earlier in the report, many of the teachers who were asked to participate in the pilot study did not participate. Furthermore, of those that did participate, there were a number of classrooms, particularly from Oxnard school district that had low response rates. The key reasons why teachers did not participate had to do with the lack of buy-in, the timing of the kindergarten assessment, and difficulties in coordinating with teachers from year-round schools. Teachers may have felt that the pilot study was imposed on them, particularly when they had not been involved in the planning effort and had competing time constraints with other assessments and parent conferences (as in the schools in the Oxnard school district). Other activities may have conflicted with the timing of the assessments such as in-service trainings, and parent- teacher conferences. Lastly, in Oxnard, where they have year-round schools, some of the teachers that were asked to participate were “tracking-out” (no school for a month) from the year-round schedule. These teachers had less time and lower incentive to participate in the assessments. It was noted that where there was a respected, high level administrator involved in and championing the teacher trainings, the participating schools had higher response rates.

The use of active consent in the Oxnard school district - where parents had to sign and return the consent form if they *agreed* to participate - also contributed to the low response rate. In comparison, schools using passive consent asked parents to sign and return consent forms only if they *did not agree* to participate.

As a result of these challenges and lessons learned, it is recommended that in future years, the pilot study team:

Planning & Recruitment

- ❖ Begin the process of contacting school districts, principals, and teachers earlier (in the spring and summer before school entry) so that trainings and teacher assessments can be moved up to the 4th week of school entry. For schools in the Oxnard school district with year-round schedules and tracking systems, initial contact should take place even earlier in the year given that the first set of on-track kindergarten classes begin in August which is a month earlier than other schools and school districts.
- ❖ Obtain from school districts the schedule of teacher activities such as school district meetings and in-service trainings over the summer to better schedule and potentially coordinate MDRDP teacher trainings with scheduled events.
- ❖ Schedule the kindergarten assessments earlier so that they occur prior to parent-teacher conferences. MDRDP assessments should begin by week four of school entry which is prior to when teachers normally begin parent conferences.
- ❖ Ensure a more inclusive planning process (prior to teacher trainings) that includes teachers and principals in order to improve buy-in and participation from teachers.
- ❖ Identify and utilize respected school district leaders to serve as advocates and champions to the effort. This might include having principals or NfL directors participate in the training sessions with kindergarten teachers to bolster moral and motivate teachers. Having the NfL director in the Hueneme school district attend the teacher training helped to produce very high response rates for that school district.

- ❖ Increase internal coordination of the pilot study team during the planning process and during the initial phases of contacting the school districts and principals so that consistent messages can be understood and relayed between school districts, principals, and kindergarten teachers.
- ❖ Only include teachers/classrooms from year round schools who are not “tracking-out” near the time of the kindergarten assessments.
- ❖ Re-examine effectiveness of stipends/incentives for teachers/parents. CfE found that in some cases the teacher stipends may have not fostered buy-in because of conflicting schedules, heavy workloads, and concurrent activities.
- ❖ Use passive consent to recruit parents to participate in the assessment.

Teacher Training

- ❖ Extend the time dedicated to training teachers to at least 45 minutes. Although more time was requested for the trainings, school districts and principals in some cases could only allow as little as 15 minutes for the training because of limitations in teacher availability. This was inadequate for conducting quality MRDRP assessments.
- ❖ Increase emphasis during the training on importance of completing 100% of the 30 items on the MDRDP. Although teachers submitted MDRDPs on 303 children, there were only 246 MDRDPs for which all 30 items were complete. The training should emphasize to teachers that if even one item of the 30 is not completed, then the entire MDRDP for that child has to be excluded from the analysis when calculating overall levels of developmental mastery.

Comprehensiveness

This pilot study addressed two of the three components of the NEGP’s definition of school readiness (children’s readiness for school and family’s ability to support children’s readiness) more extensively than the third component (schools’ readiness for children). In future years, the third component could be expanded to include surveys of teachers and principals to examine the policies in place at the classroom and school levels to enhance the kindergarten transition experiences of young children and their families.

Once a random process is instituted in future years to select schools and classrooms, we recommend that each participating school district provide data on the demographic characteristics of all children entering kindergarten (by school and school district) in order to assess the generalizability of the sample.

Use of Data for Planning and Evaluation

It is important to develop a plan to disseminate the School Readiness Profiles including dissemination of these pilot study results. This can help to recruit additional school districts in future years and to ensure that the School Readiness Profiles are used appropriately as population-based information for the purposes of evaluation, planning and quality improvement.

In addition to reaping the benefits of identifying the overall developmental mastery levels of children entering kindergarten and the home environments that additionally impact those levels, schools and school districts have even more to gain. A significant proportion of school funding is determined by overall school scores derived from the standardized testing of children starting

in second grade. To some extent, this system puts the onus on second grade to “produce” the first set of good scores. Standardizing the process of knowing the school readiness levels of children entering kindergarten can help principals and school districts understand and explain second grade scores and identify and act on areas of concern early in order to improve those scores at second grade. In the short-term, this information would have important implications for the *direction* and *magnitude* of efforts that need to be implemented to meet the school readiness needs of children, and in the long-term, increase the chances of higher/improved standardized scores by the time these children enter second grade.

What adds to the feasibility of such an effort is that such assessments, although currently not standardized between school districts, schools, and often between kindergarten classes in the same school, are widely used in Ventura County. As a result, expansion of this pilot study is not seeking to increase the work of teachers but rather to standardize the process of what teachers are already doing.

V. CONCLUSIONS

Future efforts for assessing school readiness should include plans for mapping school readiness profiles. For example, mapping profiles by census track, city, school district, etc can provide information on the overall distribution of school readiness across the county. These data provide baseline information and track changes over time and can be contrasted with geographic mappings of countywide indicators, and community assets in order to serve as a planning tool for policy makers to assess where services and programs may be needed most.

School Readiness Profiles should become a regular part of annual data collection by Ventura County school districts. In the short term, First 5 Ventura County, the Center for Excellence and UCLA CHCFC may continue to serve as the team to coordinate the expansion and implementation of this study. The long-term sustainability however rests with continuing to build, strengthen and formalize a school readiness assessment partnership with school districts in Ventura County. To this end, First 5 Ventura County might consider allocating resources to convene and initially coordinate a formalized partnership with key stakeholders such as school district administrators and early care and education providers that can increasingly assume certain responsibilities for developing annual School Readiness Profiles. A more in-depth discussion of the role of this partnership is discussed in UCLA's report, *An Action Plan: Assessing School Readiness in Ventura County, 2004*.^[34] This report, among other findings reviews a survey conducted by CfE of school district administrators regarding school readiness assessments. This survey found that a number of school district administrators had a high level of interest in making kindergarten assessment instruments uniform across school districts. Future efforts to build a formal partnership with school districts can draw on these individuals to serve as champions in this effort. The report cited above also provides a more in-depth discussion about how the partnership can:

- ❖ Build buy-in for the project;
- ❖ Coordinate training for teachers implementing the assessments;
- ❖ Develop and carry out policies regarding implementation of the assessments;
- ❖ Analyze, communicate and disseminate the results of the assessments; and
- ❖ Work collaboratively to use the results of the assessments for coordinated planning, quality improvement, and accountability.

The key long-term challenge is the lack of information regarding the school readiness of children over multiple points in time from birth to the early years and beyond. Systems should be developed to measure school readiness over time by linking measures collected early in a child's life with those at kindergarten entry and beyond. The California Department of Education (CDE) offers a promising model for measuring school readiness at different developmental stages in a child's life. CDE is building the capacity to measure children's progress over time with the Desired Results Developmental Profiles (DRDP) which includes seven, age-appropriate assessment tools. Together the 7 profiles measure the developmental continuum of children from birth to age 13 years. Although these assessments are only required of state funded child care and after school care programs, they are compatible with CDE's accountability system for elementary and secondary education. The MDRDP used in this pilot study also has the potential to be expanded into a number of age-appropriate instruments that can be used to track children's development over time.

The School Readiness Profiles Pilot Study achieved its first year goals. First, it successfully demonstrated that the process of collecting multi-site, school readiness data is logistically feasible. Second, the Profiles provided data that have meaningful implications for key

stakeholders to conduct program planning and evaluation that can help children prepare for and succeed in school.

In the short term, the challenge for the next two years is to expand this study to a representative sample of all children entering kindergarten in Ventura County. In the long-term the challenge is to establish mechanisms to sustain this effort so that School Readiness Profiles become a regular part of school districts' annual activities. This will put in place the systems necessary to begin the process of linking measures collected early in a child's life with those at kindergarten entry and beyond. School readiness profiles, in this context, will have the potential to optimize or improve the school readiness for all children and to decrease the disparities in school readiness between less and more advantaged populations.

VI. APPENDICES

Appendix A: Modified Desired Results Developmental Profile (MDRDP)

Child's ID#:

First 5 Ventura County Kindergarten Readiness Assessment Modified Desired Results Developmental Profile (MDRDP) Fall 2004

Please complete using a BLACK pen. Mark boxes clearly with an X. Please complete this form within **2 weeks** of receiving it.

Child Information															Teacher Information														
Child's name:															Teacher's name:														
If child is not attending this school , please mark (X) this box: Stop here and return this form with your other forms.															School Name:														
Child's sex: Male Female																													
Child's birthday: / / 1 9 9															Date completed: / / 2 0 0 4														
Month Day Year															Month Day Year														
Child's primary language (Mark (X) one.):															How long have you been this child's teacher?														
<input type="checkbox"/> English <input type="checkbox"/> Hmong															<input type="checkbox"/> Weeks <input type="checkbox"/> Months														
<input type="checkbox"/> Spanish <input type="checkbox"/> Vietnamese															Do you speak this child's primary language?														
<input type="checkbox"/> Other (Specify):															<input type="checkbox"/> Yes														
Does this child have an IEP*? Yes No Don't know															<input type="checkbox"/> No IF NO, PLEASE ANSWER THE FOLLOWING:														
Child's race or ethnicity (Mark (X) all that apply.):															IF YOU DO NOT SPEAK THIS CHILD'S PRIMARY LANGUAGE, did someone who speaks this child's language help you complete the observation?														
<input type="checkbox"/> Alaska Native or American Indian																													
<input type="checkbox"/> Asian															<input type="checkbox"/> Yes <input type="checkbox"/> No														
<input type="checkbox"/> Black/African American															IF YES, please record that person's relationship to the child (e.g., teacher's aide, mother).														
<input type="checkbox"/> Hispanic/Latino																													
<input type="checkbox"/> Pacific Islander															Relationship to child:														
<input type="checkbox"/> White																													
<input type="checkbox"/> Other:																													
<input type="checkbox"/> Unknown																													

*IEP – Individualized Education Program – This is a written plan for children who receive special education services.

Child's ID#:

Developmental Theme	Child Desired Result	Not yet	Emerging	Almost mastered	Fully mastered	Comments/Observations (OPTIONAL)
Interactions with adults	1. Seeks adult help when appropriate (e.g., asks adult for assistance to open bottle of paint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Seeks adult help after trying to resolve conflict or problem on his or her own (e.g., "Miss Lu, I asked Frederica not to play with the ball around our sand castle but she won't stop")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interactions with peers	3. Negotiates with peers to resolve social conflicts with adult guidance (e.g., agrees to alternatives like sharing or taking turns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Participates in cooperative group efforts (e.g., group project or game, dramatic play, taking turns; organized play and games with specified or invented rules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Self regulation	6. Exhibits impulse control and self-regulation (e.g., uses appropriate words or sign language to show anger when a toy is taken by another child, waits for turn on playground equipment, shows some patience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Follows rules when participating in routine activities (e.g., handles toys with care, joins group for snack or circle time, tolerates transitions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Comforts self and controls the expression of emotion with adult guidance (e.g., can express anger or sadness without tantrums, fights, or physical conflicts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Understands and follows rules in different settings (e.g., transitions between classroom, after-school program, and playground; lowers voice when enters library)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Language comprehension	10. Follows two-step requests that are sequential, but not necessarily related (e.g., "Please pick up the ball and then get your coat")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11. Understands increasing number of specialized words (e.g., different types of dinosaurs, various ingredients in recipe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12. Understands complex, multi-step requests (e.g., "Put your jacket away, get any materials you need to finish what you started yesterday, and let me know if you need any help")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Child's ID#:

Developmental Theme	Child Desired Result	Not yet	Emerging	Almost mastered	Fully mastered	Comments/Observations (OPTIONAL)
Language expression	13. Engages in conversations that develop a thought or idea (e.g., tells about a past event, asks how something works)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14. Participates in songs, rhymes, games, and stories that play with sounds of language (e.g., claps out sounds or rhythms of language; creates own rhyming words through songs, fingerplays, chants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15. Tells about own experiences in a logical sequence (e.g. "After I get picked up, it's usually dinner time. Then, I play, brush my teeth, and go to bed")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interest in learning	16. Observes and examines natural phenomena through senses (e.g., notices different types of bugs, asks why it rains)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17. Shows willingness to take risks in learning new skills (e.g., climbs jungle gym, tries to play a new musical instrument, tries out a new game)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cognitive competence	18. Stays with or repeats a task (e.g., finishes a puzzle, asks that block structure be left to work on after snack, makes a really long Play-Doh snake out of many pieces)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Measure, order, and time	19. Orders objects from smallest to largest (e.g., orders various circle sizes, nests cups, lines up from shortest to tallest)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Number concepts	20. Understands that numbers represent quantity (e.g., can get three apples out of the box, asks for two more crackers, can put out one napkin for each child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21. Understands numbers and simple operations, and uses math manipulatives, games, toys, coins in daily activities (e.g., adding, subtracting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading skills	22. Understands that letters make up words (e.g., knows some of the letters in his or her name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	23. Recognizes print in the environment (e.g., recognizes signs around the room as labels for "Puzzles," "Toys," or "Books")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	24. Makes three or more letter-sound correspondences (e.g., knows the letter "b" makes the "buhh" sound)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Child's ID#:

Developmental Theme	Child Desired Result	Not yet	Emerging	Almost mastered	Fully mastered	Comments/Observations (OPTIONAL)
Interest in books and other written materials	25. Pretends to read books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	26. Engages in discussion about books (e.g., predicts events in a story, retells main events from a story in order)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	27. Draws a picture related to a story and talks about his or her drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing	28. Uses pretend writing during play activities (e.g., scribbles lines and shapes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	29. Writes three or more letters or numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	30. Uses pictures and letters to express thoughts and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Other Comments:

Appendix B: Ventura County Pilot Parent Survey



Please complete the survey and return it to your child's teacher by:_____

Helping Children Prepare For School
Parent Survey
Fall 2004

You have been invited to participate in this survey because your child's school is part of a First 5 Ventura County study that is looking at how to help children and families prepare for kindergarten and succeed in school. This information will help plan programs to help younger children get ready for going to school.

A letter about this survey was sent home with your child. It explains that your participation is **voluntary** and that your answers will be **confidential**. When reporting the information we collect, we will never identify you or the child or your family.

This survey will take less than 10 minutes of your time. It should be filled out by the adult who is most knowledgeable about the child in your family who just started kindergarten. Please complete the following survey questions and return the survey to your child's teacher in the envelope provided to you. If you have any questions about this study, please call Carol Sutherland at (805) 437-8806 or Harvinder Sareen at (310) 794-0756.

Parent/child information
1. How are you related to the child? (Please check one). <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Mother <input type="checkbox"/> Female guardian <input type="checkbox"/> Father <input type="checkbox"/> Male guardian <input type="checkbox"/> Foster mother/father </div> <div> <input type="checkbox"/> Grandmother/grandfather <input type="checkbox"/> Aunt/uncle <input type="checkbox"/> Sister or brother <input type="checkbox"/> Other family member: _____ <input type="checkbox"/> Other guardian _____ </div> </div>
2. Is your child a boy or a girl? <input type="checkbox"/> Boy <input type="checkbox"/> Girl
3. What is your child's date of birth? (Please fill out the month, date, and year). <div style="text-align: center;"> ____ / ____ / ____ date of birth (MM/DD/YYYY) </div>
4. What is your child's race/ethnicity? (Please check all that apply). <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Alaskan Native or American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino </div> <div> <input type="checkbox"/> Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other: _____ <input type="checkbox"/> Don't know </div> </div>
5. What is the primary language spoken at home? (Please check one). <input type="checkbox"/> Mostly English <input type="checkbox"/> Mostly English and another language: _____ <input type="checkbox"/> Mostly Spanish <input type="checkbox"/> Mostly another language, other than Spanish: _____
Preschool Experiences (for your kindergarten-age child)
6a. Since your child was three years old, has he/she ever had some preschool experience (such as nursery school, preschool, child care center, pre-kindergarten, or Head Start program) on a regular basis? <i>By a regular basis, we mean at least two times a week for at least 6 months.</i> <input type="checkbox"/> Yes, at least two times a week for 6 months.....(please go to question 7) <input type="checkbox"/> Yes, at least two times a week for 9 months.....(please go to question 7) <input type="checkbox"/> Yes, at least two times a week for 12 months or more..... (please go to question 7) <input type="checkbox"/> No preschool experience.....(please go to questions 6b and 6c) <input type="checkbox"/> Don't know.....(please go to question 7)

Please continue on page 2

6b. What were the reasons for not attending preschool? (Check **all** that apply)

- ☐ You preferred to keep your child home until kindergarten
- ☐ There were no preschools close to where you live
- ☐ The hours of nearby preschools were not convenient for you
- ☐ You did not qualify for subsidized preschool programs
- ☐ Preschool was too expensive
- ☐ Other: _____

6c. If your child did not attend preschool, would you have liked him/her to be in a pre-kindergarten or preschool?

- ☐ Yes
- ☐ No
- ☐ Don't know

Kindergarten Experiences (for your kindergarten-age child)

7. The following are questions about things that might have happened before or soon after your child started kindergarten. Did your child's teacher:

		Yes	No	Don't know
a.	Invite parents and children to visit the classroom and school before the school year began?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Send home information on how to prepare your child for kindergarten?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Send home information on how to get in touch with a teacher or school staff to discuss any concerns or questions about your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Provide workshops, materials, or advice about how to help your child learn at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How difficult do you think starting kindergarten was for your child?

- ☐ Very easy
- ☐ Somewhat easy
- ☐ Somewhat hard
- ☐ Very hard

9. The following are challenges that many children face when they start kindergarten. Has your child had problems in any of the following areas:

		Yes	No	Don't know
a.	Listening to the teacher or paying attention in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Making new friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Sharing with other children in his/her class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Recognizing letters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Following rules or directions (in class or on the playground)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Working as part of a group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Working alone (independently)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Family Health

10. In general, how would you describe your child's health? (Please check one).

- ☐ Excellent
- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Don't know

11. Has a doctor or other health professional ever told you that your child was developmentally delayed? A developmental delay means the child is somewhat slower physically or mentally than other children the same age.

- ☐ Yes
- ☐ No
- ☐ Don't know

12. Before this school year, did your child ever receive special services or take part in a program for children with special needs? *Children with special needs are children who have trouble with things like talking or learning or who have health problems that interfere with their learning.*

- ☐ Yes
- ☐ No
- ☐ Don't know

Please continue on page 3

13. The next questions are about concerns you may have about your child. For each statement, please check if you are concerned a lot, a little, or not at all.

	How concerned are you with:	A Lot	A Little	Not at All	Don't Know
a.	How your child behaves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	How your child is learning to do things for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Whether your child can do what other children his/her age can do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	How your child is learning kindergarten skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	How your child gets along with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Your child's emotional well-being?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How much did your child weigh when he/she was born?

Pounds_____ **Ounces**_____
OR
Grams_____

☐ Don't know

15. Does your child have health insurance (such as insurance through an HMO, a private insurance company, Medi-Cal, Healthy Families, or through something else)?

☐ Yes

☐ No

☐ Don't know

16. In general, how well do you feel **you** are coping with the day-to-day demands of parenthood? (Please check one).

☐ Very well

☐ Somewhat well

☐ Not well

☐ Not well at all

Family Activities and Services

17. In a typical week, how often do you or any other family member *tell stories* to your child?

Number of times per week _____

18. In a typical week, how often do you or any other family member *read or show picture books* to your child?

Number of times per week _____

19. Sometimes family members go to classes that are especially for parents, or they get other services for parents. Since your child was three:

		Yes	No	Don't know
a.	Have you received information or attended a class on child development or behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Have you attended a support group for parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Have you received home visits to support and provide information to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Has your child received a developmental assessment (a check to see how your child is developing compared with other children his/her age)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Has your child received medical/health care (for example, vaccines, checkups, screenings, treatment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Has your child received dental care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Family and Household Information

20. How many times have you and your family moved in the last 12 months?

Number of times _____

Please continue on page 4

21.	What is the highest grade or year of regular school you have ever completed? (Please check one). <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Never attended/kindergarten <input type="checkbox"/> Elementary school <input type="checkbox"/> High school </div> <div> <input type="checkbox"/> College <input type="checkbox"/> Graduate school </div> </div>																				
22.	What is your employment status? (Please check one). <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Employed full-time <input type="checkbox"/> Employed part-time <input type="checkbox"/> Not employed but looking for work </div> <div> <input type="checkbox"/> Not employed but not looking for work <input type="checkbox"/> Other </div> </div>																				
23.	What is your marital status? (Please check one). <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Married <input type="checkbox"/> Not married but living together <input type="checkbox"/> Widowed </div> <div> <input type="checkbox"/> Divorced <input type="checkbox"/> Separated <input type="checkbox"/> Never married </div> </div>																				
24.	What is your current age? (Please check one). <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> 15-19 years <input type="checkbox"/> 20-24 years <input type="checkbox"/> 25-29 years <input type="checkbox"/> 30-34 years </div> <div> <input type="checkbox"/> 35-39 years <input type="checkbox"/> 40-44 years <input type="checkbox"/> 45-49 years <input type="checkbox"/> 50 years or older </div> </div>																				
25.	Including you, how many family members are there in the household? Number of family members in the household _____																				
26.	Including you, how many of these family members are adults age 18 years or older? Number of adult family members that are 18 years or older _____																				
27.	Including your child, how many of these family members are children 17 years or younger? Number of child family members that are 0-5 years of age _____ Number of child family members that are 6-17 years of age _____																				
28.	In the past 12 months, has your family received <u>money or services</u> from any of the following programs? <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 65%;"></th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> <th style="width: 15%;">Don't know</th> </tr> </thead> <tbody> <tr> <td>a. Women, Infants, and Children, or WIC?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>b. Food Stamps?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>c. Temporary Assistance to Needy Families (TANF) or Cal WORKS?</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>d. Any other organization, like a church or food bank? DOES NOT INCLUDE ASSISTANCE FROM FAMILY MEMBERS.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Yes	No	Don't know	a. Women, Infants, and Children, or WIC?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Food Stamps?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Temporary Assistance to Needy Families (TANF) or Cal WORKS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Any other organization, like a church or food bank? DOES NOT INCLUDE ASSISTANCE FROM FAMILY MEMBERS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Any other organization, like a church or food bank? DOES NOT INCLUDE ASSISTANCE FROM FAMILY MEMBERS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		
29.	Which of the following categories best describes your total family income in the last 12 months? <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Less than \$10,000 <input type="checkbox"/> \$10,000 – less than \$20,000 <input type="checkbox"/> \$20,000 – less than \$30,000 <input type="checkbox"/> \$30,000 – less than \$40,000 </div> <div> <input type="checkbox"/> \$40,000 – less than \$50,000 <input type="checkbox"/> \$50,000 – less than \$75,000 <input type="checkbox"/> \$75,000 or more <input type="checkbox"/> Don't know </div> </div>																				

Those are all the questions we have for you. **Thank you** very much for taking the time to help us in our efforts to prepare younger children for school.

If you have any questions about this study, please call Carol Sutherland at (805) 437-8806 or Harvinder Sareen at (310) 794-0756.

Appendix C: Memorandum of Understanding

Memorandum of Understanding Procedures and Usage of the Modified Desired Results Developmental Profile and Collected Data First 5 California Children & Families Commission

County Commission: _____

School District Name: _____

This Memorandum of Understanding outlines the purpose, procedures and use of the Modified Desired Results Developmental Profile (MDRDP) as a means to collect data for the School Readiness Initiative evaluation. This document also outlines the standards and procedures required to assure the confidentiality of survey participant information. Users of the MDRDP should be familiar with the following information and must agree to the terms and conditions outlined.

The Modified Desired Results Developmental Profile is an assessment tool that will be completed by the kindergarten teacher for each child in his/her classroom. The MDRDP is one component of the Kindergarten Entry Profiles²⁷, which is a part of the overall statewide First 5 California School Readiness Initiative evaluation. The MDRDP is an abbreviated version of the Desired Results Developmental Profile (DRDP) developed as a component of the Desired Results System by the California Department of Education (CDE).²⁸ The Desired Results System is a set of tools to systematically review, evaluate, and reflect on program practices of state funded childcare and early education programs. The MDRDP was developed with the permission of the California Department of Education expressly for the use in the First 5 California School Readiness Initiative evaluation.

The MDRDP is designed to provide a snapshot of a child's developmental competencies when he or she enters kindergarten. Specifically, it assesses the developmental progress of language, social-emotional competencies, literacy, and early math concepts. The MDRDP will be used to gather information about cohorts of kindergarteners. The aggregated data collected from the MDRDP, in conjunction with family interviews, will provide a valuable statewide snapshot of California's entering kindergarteners. The MDRDP aggregated data will provide, over time, trend data about entering kindergarten children. By looking at kindergarten cohorts every 1 to 2 years, we can track changes associated with the implementation of the School Readiness Initiative. This data can be used for program planning, program adjustments, and long-term strategic planning for early care systems.

It is important to stress that the aggregated data from the MDRDP should only be used as a profile/snapshot of where the cohorts of children are on the Desired Results developmental continuum and to identify changes, over time, in cohorts of entering kindergarteners. It is also important to stress that the MDRDP cannot be used as a diagnostic or predictive tool for individual children, as a measure of an individual child's school readiness and most importantly, the MDRDP is not intended to substitute for a comprehensive developmental or educational assessment that may be needed for some children.

Items for the MDRDP were chosen from both the "3 years through pre-kindergarten" and "kindergarten through 7 years" profiles of the DRDP. The major consideration in choosing items for the MDRDP was to align to the National Education Goals Panel dimensions of school readiness. The survey was developed to be complete by the kindergarten teacher four to six weeks after school starts. Teachers must be trained on how to complete the MDRDP.

²⁷The SR Initiative evaluation design report is available at www.prop10evaluation.com.

²⁸ More information about the Desired Results Developmental Profile (DRDP) is available at the Web site for the California Department of Education at www.cde.ca.gov, under the Child Development Division section.

Terms and Conditions

The MDRDP may be used by the undersigned County Commission, school district(s), and school(s) with the agreement to strictly adhere to the following terms and conditions:

1. Informed consent must be obtained from the child's parent or legal guardian in order for the kindergarten teacher to complete the MDRDP.
2. The MDRDP data can only be used in aggregated form. Individual child data will not be available or used for any purpose.
3. The data obtained for the MDRDP may be used by the undersigned County Commission and school district(s) with the following specific conditions:
 - a. Data may only be reported in aggregate form and interpreted as aggregate data about cohorts of children (eg., all kindergarteners at a specific school) or in disaggregated form for specific groups of children using the demographic variables on the MDRDP cover sheet [i.e., age, sex, race/ethnicity, primary language, receiving special education services (child has an IEP – Individual Education Program)], except for the condition in 2b.
 - b. Aggregate data may not be released publicly if the number of children reported by any group is less than 5, in order to ensure confidentiality.
 - c. No statements about causation or the predictive power of specific characteristics or experiences can be made using data from the MDRDP.
 - d. Data should not be published without permission from First 5 California's Research and Evaluation Department.
4. The MDRDP aggregate data should only be used for program planning, program effectiveness, and to track trends over time.
5. Kindergarten teachers completing the MDRDP must be trained on how to complete the MDRDP using the training materials developed by the First 5 California statewide evaluation team³ (available from SRI International).
6. County Commission and school staff that review and use the MDRDP aggregate data must be informed of the terms and conditions of this MOU.
7. The County Commission and school district(s) must guarantee a physically secure storage place for all completed MDRDP forms and accompanying electronic databases in order to assure that the data remain confidential and cannot be obtained or accessed by unauthorized persons.

Terms of Agreement

This agreement between First 5 California Children and Families Commission and

is effective as of the date of the signatures below through June 30, 2005.

Commission: Signature:
 Name:
 Address:
 Title:
 Date:

School District: Signature:
 Name:
 Address:
 Title:
 Date:

School # 1: Signature:
 Name:
 Address:
 Title:

Date:

School # 2 :

Signature:

Name:

Address:

Title:

Date:

School # 3 :

Signature:

Name:

Address:

Title:

Date:

School # XX:

Signature:

Name:

Address:

Title:

Please FAX completed forms to XXX.

Appendix D: Process of Recruitment and Coordination

Coordination with school districts (schools/teachers): In summer 2004 the First 5 Ventura County School Readiness Coordinator began discussions with 4 Ventura County superintendents whose school districts receive School Readiness Initiative²⁹ funds (i.e. Oxnard, Port Hueneme, Rio and Santa Paula). Initial conversations outlined the purpose and procedures of the School Readiness Profiles Study (e.g. choosing participating schools, consent forms, and MOUs). Follow-up contact with the superintendents resulted in six schools from the 4 school districts being selected to participate in the study: Larsen, Bard, Barbara Webster, Brekke, Marina West and El Rio. This selection process was based on receptivity of principals and teachers, and in some cases if an NfL preschool resided at the kindergarten school site. In addition, superintendents made the decision for schools to distribute active³⁰ or passive³¹ consent forms. Three of the four school districts (i.e., Port Hueneme, Rio, Santa Paula) chose to distribute passive consent forms. Oxnard school district handed out active consent forms³². In addition, Oxnard school district reimbursed district kindergarten teacher's time and effort with a \$50.00 stipend, and all parents in the kindergarten teacher's class were automatically entered in a store drawing for a \$50 gift certificate. Finally, an MOU was signed by First 5 Ventura County and participating Ventura County superintendents and principals and faxed to First 5 California prior to the start of the study. The MOU summarized the purpose, procedures and use of the MDRDP as a means to collect data for the study. The MOU also described the standards and procedures required to assure the confidentiality of survey participant information.

In August 2004, the School Readiness Coordinator began contacting participating school principals to collect class/teacher lists and roster information for each kindergarten classroom. In September 2004 the School Readiness Coordinator collaborated with the CfE and UCLA to develop a work plan for the logistical and training implementation of the study. Information regarding the class/teacher lists and roster information was shared with the CfE at these meetings. In addition, these meetings outlined the timeframe and activities of the evaluation and responsible parties.

Mode of survey administration: Prior to survey administration the Project Manager at the CfE participated in a MDRDP phone training on September 8, 2004. The training was a train-the-trainer series and was attended in preparation for training participating Ventura County kindergarten teachers. Subsequently, initial phone calls were placed by the CfE in September 2004 to school principals who had agreed to allow their kindergarten teachers to participate in the Kindergarten Readiness Assessment project. The purpose of the call was to introduce the workshop facilitator, describe the evaluation and MDRDP training format, and finalize a date and time for the MDRDP training. Four MDRDP trainings were scheduled in the months of September and October 2004. In most cases trainings were conducted at each of the participating school sites or in one instance the superintendent's office, and planned around teacher's classroom schedules.

A total of twenty-four teachers from the following school districts attended the training: Port Hueneme, Oxnard, Rio and Santa Paula. The average attendance of the trainings was 4 teachers, with an average duration of twenty minutes.

In a facilitated small group environment teachers were provided with training packets. Each packet contained:

- Summary of the school data collection component of the First 5 Ventura School Readiness Initiative Evaluation
- PowerPoint presentation to provide an overview of the MDRDP and the evaluation

²⁹ Funds used to support high priority schools.

³⁰ Active consent forms asked parents to return the consent form to the kindergarten teacher if they wanted to participate in the evaluation.

³¹ Passive consent forms asked parents not to return the consent forms to the kindergarten teacher if they wanted to participate in the evaluation.

³² Oxnard school districts had been using active consent forms for 2 years as part of the School Readiness Initiative and choose to continue to do so for the Kindergarten Readiness Assessment project.

- Sample MDRDP instrument
- Instructions for participating teachers completing the MDRDP
- Observation tips for participating teachers using the MDRDP
- MDRDP rubric
- Sample class roster for participant tracking purposes
- Parent consent forms
- Calendar of data collection events

These documents served as additional learning supports to the facilitated presentation. In addition, teachers were provided with contact names and numbers should they have further questions. Trainings consisted of an oral presentation of background information regarding the purpose of the School Readiness Profiles Study, information about who was participating in the evaluation, the use of the MDRDP and rubric, classroom observation tips, the School Readiness Parent Survey and consent forms, and a calendar outline of data collection activities³³.

Following each training participating kindergarten teachers distributed consent forms to their parents. Parents were given approximately two weeks to complete and send in their surveys. Kindergarten teachers completed an MDRDP for each child for who parental consent had been given. The MDRDP was to be completed within the two week period.

The CfE completed data collection of all 6 participating schools by November 18, 2004 and delivered the data to UCLA by November 19, 2004.

³³ This organizational tool outlined data collection activities. For example, on which day they should distribute consent forms, when consent forms will be picked up by the CfE, etc.

Appendix E: MDRDP Rubric

MODIFIED DESIRED RESULTS DEVELOPMENTAL PROFILE (MDRDP) RUBRIC

CHILD DESIRED RESULT 1: CHILDREN ARE PERSONALLY AND SOCIALLY COMPETENT.

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
	Not Yet	Emerging	Almost Mastered	Fully Mastered
Interactions With Adults				
1. Seeks adult help when appropriate (<i>e.g., asks adult for assistance to open bottle of paint</i>).	When unable to complete a task, does not seek adult assistance.	When unable to complete a task, asks for assistance without being able to express a specific need	Attempts to solve a problem or complete a task, and when unsuccessful, seeks adult guidance.	Uses adult to support the accomplishment of a task, explain an unfamiliar concept, solve a problem, or assist with a physical limitation.
2. Seeks adult help after trying to resolve conflict or problem on his or her own (<i>e.g., “Miss Lu, I asked Frederica not to play with the ball around our sand castle but she won’t stop.”</i>).	When unable to resolve a conflict or problem, does not seek adult assistance.	When conflict occurs, calls for help from an adult without first trying to resolve problem on own and without using words to clearly explain the conflict or problem.	When conflict occurs, asks for help, explains problem, but without first trying to resolve conflict on own.	When conflict occurs, tries to resolve it on own. When unsuccessful, explains problem to adult and requests help.

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
	Not Yet	Emerging	Almost Mastered	Fully Mastered
Interactions With Peers				
3. Negotiates with peers to resolve social conflicts with adult guidance (<i>e.g., agrees to alternatives like sharing or taking turns</i>).	Retreats in response to conflict or makes physical responses rather than words to resolve conflicts.	Expresses feelings over conflict with adult guidance	Shares toys or allows turn in response to another child’s request with minimal adult guidance.	Uses words to express wants and needs on own and negotiates solutions with peers in the presence of an adult.
4. Expresses empathy or caring for others (<i>e.g., consoles or comforts a friend who is crying</i>).	Does not react to expressions of physical pain or hurt feelings of people or animals.	Expresses own feelings of hurt or pain and expresses concern when others are upset or hurt.	Notifies and alerts adults of others’ pain or hurt feelings, but does not personally comfort or console.	Demonstrates or expresses concern for other living things by hugging, touching, or speaking consoling or comforting words.
5. Participates in cooperative group efforts (<i>e.g., group project or game, dramatic play, taking turns; organized play and games with specified or invented rules</i>).	Avoids/resists participating in group activities.	Tries to join group activities but takes turns or follows rules only when prompted by others.	Participates in group activities, tries to take turns and follow rules, but sometimes needs prompting.	Participates in group efforts and cooperates by taking turns, following rules, or reminding others to do the same.

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
	Not Yet	Emerging	Almost Mastered	Fully Mastered
Self-Regulation				
6. Exhibits impulse control and self-regulation (e.g., <i>uses appropriate words or sign language to show anger when a toy is taken by another child, waits for turn on playground equipment, shows some patience</i>).	Unable to delay having wants and needs met.	Distracted by not getting wants and needs met, yet able to be redirected by others.	Distracted by not getting wants and needs met but redirects self.	Able to delay wants and needs until appropriate time.
7. Follows rules when participating in routine activities (e.g., <i>handles toys with care, joins group for snack or circle time, tolerates transitions</i>).	Follows own interest rather than classroom routines and rules	Follows routines and classroom rules only when prompted by others.	Follows rules when participating in routine activities but sometimes requires prompting.	Independently follows routine sequence and classroom rules and often reminds others.
8. Comforts self and controls the expression of emotion with adult guidance (e.g., <i>can express anger or sadness without tantrums, fights, or physical conflicts</i>).	Expresses emotion through tantrums, fights, or physical conflicts.	Stops tantrum or fight only when an adult intervenes.	When angry or sad, immediately looks for adult guidance to avoid losing control. Begins to express emotions such as anger and sadness with adult guidance.	Able to comfort self when upset and regularly expresses anger or sadness verbally with adult guidance.
9. Understands and follows rules in different settings (e.g., <i>transitions between classroom, after-school program, and playground; lowers voice when enters library</i>).	Has difficulty following even basic rules related to safety (e.g., runs inside, hurts self on sharp object, knocks other children down).	Follows three or four basic rules related to safety (e.g., does not run inside), but needs prompting to be quiet in the library or during group stories.	Knows that different settings have different rules, and generally follows rules (e.g., during group stories, sits and listens with peers; during outdoor play, is noisy, selects equipment for play and interacts with peers).	Knows that different settings have different rules, follows most rules, and can give reasons why (e.g., we don't run inside because we might run into something and hurt ourselves or knock someone over).

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
	Not Yet	Emerging	Almost Mastered	Fully Mastered
Language Comprehension				
10. Follows two-step requests that are sequential, but not necessarily related (e.g., <i>“Please pick up the ball and then get your coat.”</i>).	Distracted from following one request.	Follows one request successfully.	Follows two requests successfully that are closely related.	Follows two-step requests that are sequential but not related.
11. Understands increasing number of specialized words (e.g., <i>different types of dinosaurs, various ingredients in recipe</i>).	Understands only general and basic vocabulary, does not seem to understand specialized terms.	Demonstrates understanding of specialized words in one area, such as foods.	Demonstrates understanding of specialized words in at least two areas, such as foods and animals.	Demonstrates understanding of specialized words in several areas, such as foods, animals, sports, cars.
12. Understands complex, multi-step requests (e.g., <i>“Put your jacket away, get any materials you need to finish what you started yesterday, and let me know if you need any help.”</i>).	Cannot remember instructions for three-step requests; requires reminders; may be able to remember one-step requests.	Remembers and follows three-step requests that are part of a routine (e.g., when teacher says, “Finish your painting, wash your brush, and hang up your smock.”).	Remembers and follows multi-step directions that are unique to a particular situation (e.g., “Today, get your paper from the shelf, take it to the table outside, and paint your picture outside.”).	Remembers and follows complex, multi-step directions and can retell a set of instructions to a classmate.

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
	Not Yet	Emerging	Almost Mastered	Fully Mastered
Language Expression				
13. Engages in conversations that develop a thought or idea (e.g., <i>tells about a past event, asks how something works</i>).	Communicates needs primarily nonverbally.	Asks and answers simple questions, “Where is mommy?” “Go to park now?”	Child communicates simple thoughts or ideas (e.g., expresses needs, asks how something works).	Child clearly communicates complete thoughts or ideas (e.g., tells a story with a beginning, middle, and end).
14. Participates in songs, rhymes, games, and stories that play with sounds of language (e.g., <i>claps out sounds or rhythms of language; creates own rhyming words through songs, finger plays, chants</i>).	Does not participate in songs, rhymes, games, or stories that play with sounds of language.	Participates by attempting to follow along.	Participates by imitating an adult lead.	Participates by repeating and sometimes initiating own words to songs, rhymes, games, and stories.

15. Tells about own experiences in a logical sequence (e.g., “After I get picked up, it’s usually dinner time. Then, I play, brush my teeth, and go to bed. “).	Talks about experiences in no particular order.	Responds to simple questions regarding what happens next.	Makes some attempt to describe a sequence, using phrases such as “and then...” but without clear sense of beginning, middle, and end.	Talks about experiences in an orderly manner; conveys what logically comes next in a sequence of events.
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CHILD DESIRED RESULT 2: CHILDREN ARE EFFECTIVE LEARNERS

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
Interest in Learning	Not Yet	Emerging	Almost Mastered	Fully Mastered
16. Observes and examines natural phenomena through senses (e.g., notices different types of bugs, asks why it rains)	Displays no interest in natural phenomena.	Participates in group activities where natural phenomena are examined by observing from a distance.	Looks at, touches, or asks questions about objects presented by an adult or another child.	Independently notices, examines, and asks questions about attributes of natural objects or phenomena.
17. Shows willingness to take risks in learning new skills (e.g., climbs jungle gym, tries to play a new musical instrument, tries out a new game).	Resists trying new activities.	Will try something new only with a lot of encouragement.	Will try something new, but may give up if the skill is not attained immediately.	Tries to learn new skills and persists even when the skill is not immediately achieved.

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
Cognitive Competence	Not Yet	Emerging	Almost Mastered	Fully Mastered
18. Stays with or repeats a task (e.g., finishes a puzzle, asks that block structure be left to work on after snack, makes a really long Play-Doh snake out of many pieces).	Moves frequently from one task to another.	Stays with a short task but distracts before completion.	Distracted from a task but returns to finish later.	Stays with a task to completion and repeats it.

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
Measure, Order, and Time	Not Yet	Emerging	Almost Mastered	Fully Mastered
19. Orders objects from smallest to largest (e.g., orders various circle sizes, nests cups, lines up from shortest to tallest).	Random play without ordering items that could be ordered.	Recognizes same and different.	Able to differentiate two objects as small and large.	Able to order more than two objects by size.

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
Number Concepts	Not Yet	Emerging	Almost Mastered	Fully Mastered
20. Understands that numbers represent quantity (e.g., <i>can get three apples out of the box, asks for two more crackers, can put out one napkin for each child</i>).	Uses number names but does not associate numbers with quantity	Rote counting; matches numbers and objects inconsistently (e.g., can count accurately by rote to 10 or 20, but only occasionally is able to associate a number with a number of objects).	Demonstrates one-to-one correspondence when counting objects, assigning one number per object (e.g., counts the number of days on the calendar before vacation, but may skip few days by mistake).	Selects an accurate amount of objects request (e.g., puts out enough cups for 18 children; explains there are 18 children in the class today and that 2 children are absent).
21. Understands numbers and simple operations, and uses math manipulative, games, toys, coins in daily activities (e.g., <i>adding, subtracting</i>).	Does not understand that numbers are not constant — that they can represent fluid situations when things are taken away or added	Begins to describe comparisons of quantities and measurements (e.g., more or less, tall or short, bigger or smaller).	Uses measurement tools and counting to directly compare objects or quantities (e.g., the row with five blocks is longer than the row with four blocks)	Demonstrates understanding of simple numerical operations (e.g., explaining that there were 10 balls in the box, but now there are only 6 because we took away 4)

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
Reading Skills	Not Yet	Emerging	Almost Mastered	Fully Mastered
22. Understands that letters make up words (e.g., <i>knows some of the letters in his or her name</i>).	Does not connect letters with written words	Knows that symbols can communicate (e.g., Golden Arches means McDonald's), and sometimes asks, "What does that say?"	Uses first letter to represent a word or says, "My name starts with 'R' or writes 'R' to represent name Robert.	Uses letters to create words in writing or spells out word (e.g., "My name is Mary, M-A-R-Y," or starts to put magnet letters into a group and calls it a word).
23. Recognizes print in the environment (e.g., <i>recognizes signs around the room as labels for "Puzzles," "Toys," or "Books"</i>).	Child has not responded to visual labels in the classroom (e.g., area labels or names on cubbies).	Child can recognize labels by picture	Child can identify own name only in the environment	Child can point out own name and at least one other written word in the environment
24. Makes three or more letter-sound correspondences (e.g., <i>knows the letter "b" makes the "buhh" sound</i>).	Makes no letter-sound correspondence	Isolates beginning sounds of words	Given a sound, gives words that start with that sound	Able to name the letter when hears the sound, or can produce the sound when sees a beginning letter in the context of a word.

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
	Not Yet	Emerging	Almost Mastered	Fully Mastered
Interests in Books and Other Written Materials				
25. Pretends to read books	Shows no interest in or misuses books	Looks at books	Picks up books, looks at cover and turns the pages in the correct order	Engages in pretend reading, storytelling, and retelling stories
26. Engages in discussion about books (<i>e.g., predicts events in a story, retells main events from a story in order</i>).	Shows no interest in book discussion or interaction	Shows pleasure when read to and sustains interest	Answers questions after book reading	Predicts events in a story, retells main events from a story in order
27. Draws a picture related to a story and talks about his or her drawing.	Shows no interest in drawing	Draws a picture that does not relate to the story	Draws a picture and tells about it but does not relate to the story	Draws a picture related to the story and talks about it

DEVELOPMENTAL THEME	DEVELOPMENTAL RATING			
	Not Yet	Emerging	Almost Mastered	Fully Mastered
Writing				
28. Uses pretend writing during play activities (<i>e.g., scribbles lines and shapes</i>).	Random scribbles.	Beginning repetition of scribbles,	Intentional scribbling attaching a meaning.	Draws symbols that resemble letters.
29. Writes three or more letters or numbers	Random scribbles	Makes lines of wavy scribbles as an imitation of adult writing	Writes fewer than three letters or numbers and/or uses mock letters or numbers.	Writes three or more letters or numbers without tracing
30. Uses pictures and letters to express thoughts and ideas.	Draws pictures and scribbles at random	Draws pictures and uses scribbles or letters that may be related to a thought or idea, but cannot explain their meaning to others	Draws pictures and uses letters that are related to a thought or idea, but only explains their meaning when prompted	Draws pictures and uses letters to convey thoughts and ideas, and independently explains their meaning to others

Appendix F: Descriptive Tables

Table B: Family and Community Supports and Services^{1,2}

Family and Community Supports and Services	%	n
HEALTH AND SOCIAL SERVICES		
Child health insurance status		
Yes	88	202
No	11	25
Don't know	1	2
Child received special services		
Yes	4	10
No	95	217
Don't know	1	2
Since child was three: child received developmental assessment		
Yes	36	82
No	55	124
Don't know	9	21
Since child was three: child received medical/health care		
Yes	97	223
No	2	4
Don't know	1	2
Since child was three: child received dental care		
Yes	79	182
No	20	46
Don't know	1	2
EARLY CARE AND EDUCATION (PRESCHOOL EXPERIENCES)		
Preschool experience		
Two times per week for 6 months	15	29
Two times per week for 9 months	12	23
Two times per week for 12 months or more	33	64
No preschool experience	38	73
Don't know	2	3
Reasons for child not attending preschool		
Preferred to keep child at home until KG	34	25
No preschools close by	11	8
Inconvenient hours of preschool	6	4
Did not qualify for subsidized preschool	26	19
Preschool was too expensive	20	15
Other	14	10
Would have liked child to participate in preschool/pre-kindergarten		
Yes	77	56
No	16	12
Don't know	7	5
PARENTING AND FAMILY SUPPORT		
Family Literacy		
Frequency of reading to child per week		
Never	2	4
1-2 times	18	41
3-4 times	37	84
5-6 times	26	60

Family and Community Supports and Services	%	n
7 or more times	17	39
Frequency of telling stories to child per week		
Never	4	8
1-2 times	31	70
3-4 times	33	76
5-6 times	19	44
7 or more times	13	30
Family Participation in Parenting Services		
Since child was three: information/class on child development/behavior		
Yes	29	68
No	68	157
Don't know	2	4
Since child was three: attended a support group for parents		
Yes	10	22
No	89	204
Don't know	1	3
Since child was three: received home visits		
Yes	9	21
No	90	206
Don't know	1	2
¹ Data from Parent Survey		
² Data not representative of kindergarten children in Ventura County		

Table C: Schools' Readiness for Children^{1,2}

Schools' Readiness for Children	%	n
KINDERGARTEN TRANSITION ACTIVITIES		
Parents and child invited to visit school		
Yes	71	155
No	19	42
Don't know	9	20
Information about kindergarten preparation sent home		
Yes	81	173
No	16	34
Don't know	3	7
Information about teacher/staff contact sent home		
Yes	88	190
No	9	19
Don't know	3	7
Workshops, materials, or advise to help child		
Yes	79	172
No	16	34
Don't know	5	11
LEVEL OF DIFFICULTY STARTING KINDERGARTEN		
Difficulty starting kindergarten		

Schools' Readiness for Children	%	n
Very easy	43	97
Somewhat easy	37	82
Somewhat hard	17	39
CHALLENGES IN STARTING KINDERGARTEN		
Problems: listening to teacher		
Yes	31	67
No	63	136
Don't know	6	14
Problems: making new friends		
Yes	19	41
No	80	174
Don't know	2	4
Problems: sharing with others		
Yes	19	42
No	76	166
Don't know	5	11
Problems: recognizing letters		
Yes	44	98
No	53	117
Don't know	3	7
Problems: following rules or directions		
Yes	22	47
No	70	153
Don't know	8	17
Problems: working as part of a group		
Yes	17	36
No	73	158
Don't know	10	22
Problems: working alone		
Yes	18	37
No	72	152
Don't know	10	21
PARENT CONCERNS		
Parent concerns: how child behaves		
Not at all	41	91
A little	35	75
A lot	21	47
Don't know	2	5
Parent concerns: how child is learning to do things for him/herself		
Not at all	36	78
A little	37	82
A lot	26	58
Don't know	1	2
Parent concerns: if child can do what other children his/her age can do		
Not at all	53	96
A little	38	84
A lot	18	39
Don't know	1	3
Parent concerns: if child is learning kindergarten skills		
Not at all	36	78
A little	43	94
A lot	20	44

Schools' Readiness for Children	%	n
Don't know	1	2
Parent concerns: if child gets along with others		
Not at all	38	84
A little	40	87
A lot	20	43
Don't know	3	6
Parent concerns: child's emotional well-being		
Not at all	36	79
A little	44	97
A lot	18	40
Don't know	1	3
¹ Data from Parent Survey		
² Data not representative of kindergarten children in Ventura County		

Table D1: Selected Child Demographic Characteristics^{1,2}

Selected Child Demographic Characteristics	%	n
Child Age (years)		
5	53	121
6*	47	106
Child gender		
Male	52	120
Female	48	111
Child race/ethnicity		
Hispanic/Latino	78	178
White	8	19
Black/African American	4	9
Asian	6	13
Alaskan Native/American Indian	2	5
Pacific Islander	0	1
Other	1	2
Don't know	0	1
Language mostly spoken at home		
English	28	64
English/another language	16	37
Spanish	54	125
Another language (other than Spanish)	3	6
¹ Data from Parent Survey		
² Data not representative of kindergarten children in Ventura County		

*includes two older children

Table D2: Selected Family Demographic Characteristics^{1,2}

Selected Family Demographic Characteristics	%	n
FAMILY AND HOUSEHOLD INFORMATION		
Parent Age		
<25	13	30
25-29	30	70
30-34	28	65
35-39	19	45
≥40	10	22
Parent level of education		
No kindergarten	3	6
Elementary	24	55
High school	48	108
College	19	42
Graduate	7	15
Parent employment status		
Full-time	49	108
Part-time	10	22
Not working but looking for work	11	24
Not working but not looking for work	20	45
Other	9	19
Don't know	1	2
Parent marital status		
Married	67	156
Not married but living together	13	31
Widowed	1	2
Divorced	3	8
Separated	5	11
Never married	10	24
# of members in the household		
1	1	3
2	1	3
3	17	39
4	29	66
5 or more	51	116
# of adults 18 years of age or older in the household		
1	12	27
2	61	131
3	13	30
4	8	17
5 or more	5	10
# of child family members that are 0-5 years in the household		
1	43	95
2	37	83
3	10	22
4	3	7
5 or more	0	1
# of child family members that are 6-17 years in the household		
1	35	79
2	14	32
3	5	11
4	2	5

Selected Family Demographic Characteristics	%	n
5 or more	1	2
Moves in the last 12 months		
0	63	140
1	29	64
2	6	14
3 or more	2	5
Received food stamps		
Yes	17	38
No	83	183
Don't know	0	0
Received TANF or CalWORKS		
Yes	6	14
No	93	204
Don't know	0	1
Received money or services from other organizations		
Yes	3	7
No	97	215
Don't know	0	0
Annual household income		
< \$10,000	15	33
\$10,000-19,999	25	54
\$20,000-29,999	20	43
\$30,000-39,999	12	25
\$40,000-49,999	11	24
\$50,000-74,999	5	11
≥ \$75,000	6	12
Don't know	6	13
¹ Data from Parent Survey		
² Data not representative of kindergarten children in Ventura County		

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